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Recreation

SEPTEMBER, 1950





It's Almost Ghost-Time!

In case you're still wondering what to do about Halloween, here is a list of helpful material published by the National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

A Halloween Party For Children (MB 1696)
—This is a house-to-house party with different activities at every stop along the route \$0.05

A Terrible Ghost Story (MB 267) — Chills and thrills abound in this short, but effective ghost story. \$0.05

Bring On Your Spooks (MB 1949)—Suggestions for decorations and games . . \$0.05

Community Celebrates Halloween, The (MP 278) — Contained here are reports from many cities which sponsor Halloween programs for all ages. There are suggestions for the whole community and for neighborhood affairs \$1.15

For A Halloween Party (MB 580)—Games, contests and fortunes for a party . \$0.05

Fun for Halloween (MP 141)—Party plans include decorations, invitations, pre-party games, active games, quiet games, musical activities, stories, dramatics and a good bibliography \$0.25

Games and Stunts for Halloween (MB 787)
—Includes a dance, fortune telling, and the like \$0.05

Halloween Fun (MB 1891)—Suggested activities from various cities . . . \$0.05

Halloween Gambols (MP 169)—A short play in which the host is none other than Mephistopheles and there are ghosts, goblins and witches \$0.10

Lantern Parade (MB 1035)—A parade with decorative lanterns, not Jack-O'-Lanterns \$0.05

Masks—Fun to Make and Wear (MP 286)
—Combine a little handcraft activity with Halloween and make some of these attractive masks \$1.15

Novel Jack-O'-Lanterns (MB 1120)—Directions for making these unusual pumpkin eye-fillers \$0.05

Outline For Halloween (MB 2003)—Lafayette, Louisiana, plans for grade-parties \$0.05

Paper Bag Masks (MB 510)—These masks are easy to make, fun to wear, and can be whipped up in a jiffy \$0.05

Parties for Special Days of the Year—Contains party suggestions for Halloween. Includes invitations, costume events, games and stunts, dances \$0.50

Peter Pumpkin Eater (MP 202)—A play based on the old nursery rhyme . . \$1.15

Promoting Halloween Parties (MB 1947)—Suggestions from the National Halloween Committee \$0.05

Witches and Elves Dance (MB 2004)—Simple dances for all age groups . . . \$0.05



From RECREATION Magazine

Ghoulies and Ghosties! — September, 1946 issue \$0.35

Halloween in the Traditional Manner—Reprint from October, 1941 issue. This is a background, not an activity, article, explaining the origin of Halloween and its customs \$0.15

Halloween Shenanigans—September, 1947 issue \$0.35

How One City Handles Halloween—September, 1950 issue. The story of Halloween in Newton, Massachusetts . . . \$0.35



Recreation



THE MAGAZINE OF THE RECREATION MOVEMENT

SEPTEMBER 1950

Editor, JOSEPH PRENDERGAST

Managing Editor, DOROTHY DONALDSON

Business Manager, ROSE JAY SCHWARTZ

Vol. XLIV Price 35 Cents No. 4

On the Cover

September is the month that inspires Mother Nature to paint her trees, grass and foliage with a technicolor brush. Eye-filling scenes, such as this of Holy Cross National Forest in Colorado, make it ideal for picnicking, hiking, camping and viewing.

And September is the time, too, for trying out new programs and ideas. The routine of back-to-school, back-to-work has begun, and people of every age are anxious now for fall plans which will make their every leisure moment count. Photo, courtesy U.S. Forest Service.

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RECREATION is published monthly except July and August by the National Recreation Association of America, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions \$3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate \$3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising Representative, H. Thayer Heaton, 415 Lexington Avenue, New York.

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Printed in the U.S.A.

NEXT MONTH

RECREATION will feature music, square dancing, model aviation, flicker ball, mask-making, bicycling and hosteling, and more last-minute ideas for Halloween. From Denver will come the story on its Mayor's Christmas Party, and Cleveland will have a report on the results of a cooperative project of public and private agencies. In addition, there will be articles about working board members, in-service training for park employees, college students as camp counselors and the Swiss twist to sports. You'll want to read the OCTOBER ISSUE!

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Things You Should Know . . .

● THE EXECUTIVE AND IMPLEMENTATION COMMITTEES of the two national conferences on Undergraduate Professional Preparation in Health Education, Physical Education and Recreation were recently consolidated into one continuing committee. The chairman was authorized to appoint four subcommittees to determine next steps in implementing the two reports and in improving professional preparation in these three areas.

● NRA RESEARCH activities include the September first publication of a study of school-recreation relationships in the use of public school indoor facilities for community recreation. Facilities used, conditions of use, bases of charges and the positive and negative influences on cooperation are factors considered. Title of study—"The Use of School Buildings for Recreation."

● A SURVEY is the result of the group process in Virginia and is the basis for a study of recreation in that state. Conducted by a committee of professional recreation people who are members of the state association, it was a voluntary undertaking. For information, write Coolie Verner, Associate in Community Services, University of Virginia.

● COMMUNITY STUDIES recently completed by the NRA planning staff, or now under way, are: Niles, Michigan; Maplewood, New Jersey; Hazleton, Pennsylvania; and a revision of the 1945 recreation plan for Toledo, Ohio.

● A COMMITTEE ON UNDERGRADUATE CURRICULUM IN RECREATION was set up by the Ohio Recreation Association early this year. In order that it might have the benefit of current educational plans in recreation, an informal letter was sent to thirteen colleges and universities known to be providing courses. All but one replied, giving information on courses required for a major. (A summary of the *Undergraduate Curricula in Thirty-five Colleges and Universities*, based on a study made by the National Recreation Association in 1948, is still available from the NRA. Price \$1.00.)

● TWENTY-NINE STATE RECREATION ASSOCIATIONS are now in existence. The baby of the family was formed on April twentieth, when the Dakotas organized as one society at the Midwest Recreation Conference.

● A YOUNG ADULT SURVEY has been conducted in St. Louis, developing out of an expressed concern on the part of the national YMCA for information regarding the needs and interests of young people from eighteen to twenty-nine. The project was the result of the cooperation of the local YMCA and Social Planning Council, and was headed by J. Edward Dodds, YMCA program secretary, and Edward B. Olds, who is research director of the planning council.

The Job Outlook

W. C. SUTHERLAND

The unsettled recreation personnel placement front which characterized the years immediately following the war has quieted. The turnover, especially in the higher-salaried positions, is much less, and the movement seems to have settled down to a long, steady pull ahead.

The demand, although modest this past year, has been more for young executives to serve as superintendents of recreation in newly-established departments in small cities. These positions require a variety of talents which characterize the administrator, community organizer, program supervisor and leader. Assistants in medium-sized cities and staff workers in larger departments frequently make ideal prospects for these positions. The movement of personnel from staff positions to independent executive responsibility in small cities, and from these assignments to larger administrative positions, as the workers mature and gain experience, is helping to establish recreation as a career.

The number of small towns establishing summer programs appears to be increasing, and supervisors are needed for the summer months. Many of these communities are prospects for year-round appointments in later years, providing they are able to secure good leaders. There is evidence, too, to indicate that opportunities will increase in the broad field of institutions, especially in hospitals.

The most steady demand through the years has been for general activities people with a variety of skills who can organize and carry on a balanced program. These are the people who can operate in almost any type of recreation setting, whether it be institutional, private agency or public recreation department.

The Recreation Personnel Service of the NRA is becoming increasingly active in filling important vacancies as more staff workers with experience file their personnel credentials with the association. Also, it has been helpful to have the candidates already registered keep their records up-to-date. Professional recreation workers belong where they can make the largest contribution. Sometimes this means transferring to new communities.

There are no financial obligations connected with this service of the association, and individuals who have had training and experience are invited to file their personnel records. Likewise, recreation departments and private or public agencies in need of recreation workers are encouraged to get in touch with us.

Author directs the NRA Recreation Personnel Service.

Time to Consume

Charles K. Brightbill

WESTERN CIVILIZATION has demonstrated its ability to produce material things. Rightfully, incalculable amounts of money, energy and thought are expended on the theory and techniques of production. Current production achievements in the United States have surpassed goals undreamed of prior to World War II. Starting with the industrial revolution, the emphasis has been on production until, today, we are super-experts in every phase of it.

There can be no quarrel with the essentiality of full production in a stabilized economy and as a springboard to higher standards of living. But, production's counterpart is consumption, and when the problems of consumption have been explored, for the most part they have been limited to the consumption of economic goods. Relatively little attention has been given to consuming goods of the spirit, the mind and the creative hands.

Spare time is consumption time, bringing with it all of the refreshing freedom of choice available to man when he is free to do what he most desires. Too few realize that leisure time—that is, opportunity for pursuits which contribute to personality growth—is the kind of time which makes life worth living. This leisure is infinitely more than mere idleness. It is a potential liability or asset to the individual and society. If it is to be used profitably, the desires of people for personality enlargement and cultural and spiritual advancement must be stimulated and satisfied.

Man has striven hard and long to invent and produce. He has come a long way toward establishing a high plane of living triumphant over the struggle for pure existence. He commands light-

ning-like transportation, instant communication and millions of labor-saving devices. But he is still unhappy. He gets endless products from the soil and minerals from the earth and makes them work for mankind. But he is still unsatisfied. He has harnessed the energy of the sun and, within limitations, can make the elements work for him. But he still searches for peace of mind. On the material route to success, he has reached heights which nobody would have dared to believe even a decade ago. We have more production than ever before; but we are still the unhappiest people the world has ever known. Man's pursuit of happiness is not a transient desire. It is an ever-fixed mark.

The natural signs of society's failures are all about us. The universal feeling of anxiety, the daily increasing bed occupancies in our neuropsychiatric hospitals, and the prevalence of intellectual, creative and spiritual bankruptcy are conclusive indications of our shortcomings.

It will only be as man lives zestfully and abundantly, giving attention to the opportunities on the non-material side of life, that he will begin to learn, to grow, to express and create, and to live a satisfying life. He may even learn a thing or two about how to live peacefully with his neighbor.

These goods of the intellect and the spirit, these chances for profitable and satisfying use of leisure, along with the challenge of religion, are the greatest stronghold for mankind. They are, in fact, the strongest bulwark in the struggle of western civilization to preserve and extend itself.

Author is president of American Recreation Society.



Planning and preparation emphasize to participants a striving for a harmony of beauty and perfection.



The second part of the Greek Games is devoted to athletic competition.



Students take part in planning and preparation. Faculty advisors help.

GREEK GAMESA

IN ONE LARGE SPECTACLE, drama and pageantry, dancing and athletics, poetry and singing, processional and chorus are combined, with just enough play to bind the various activities together and provide opportunity for the dramatic; just enough of the competitive spirit to give the whole life and enthusiasm; with everything done to the end that the color and line and form and beauty are so emphasized that the composite becomes an inspiring, breath-taking student performance."

This quotation from Virginia C. Gildersleeve, formerly dean of Barnard College, describes Greek Games as they are held annually at Barnard. Following the classic tradition, the games have grown and flourished with the years, providing an unsurpassed opportunity for Barnard's physical education department to assist in directing all student talents into one productive channel. Incipient dancers, athletes, artists, poets and musicians participate enthusiastically, combining their skills to produce an effective whole.

Developed among undergraduates, the games originated in 1903 when the Sophomore class challenged the Freshman class to an informal and private contest. From this simple beginning the games grew, and the addition of a dance contest in 1908 completed the format as it exists today.

Greek Games have naturally become closely associated with Barnard, but the program has been

This material was prepared, for the most part, by Jacqueline Hyman, a Barnard student, under the supervision of the Department of Public Relations.

*Well-known throughout the student world,
this outstanding college event
might well act as a pattern for other colleges,
recreation groups or even camps.*

ESAT BARNARD

successfully adopted by and adapted for other colleges and schools—it has even been carried out, in a shortened version, by summer camps.

As an example, the director of physical education of the Oxford School, Hartford, Connecticut, initiated Greek Games "to get away from field days." There, the games were held out-of-doors, and the competition was between two school teams, because individual classes were too small. At the University of Cincinnati, where the games were held for over twenty years, the contest included archery and "living sculpture." Every adaptation, however, has kept the spirit of classic competition. Some recreational groups have seen fit to incorporate only one or two parts of the games, because of the limited personnel and facilities available.

A description of the games themselves, which were presented for the forty-seventh time at Barnard in May, 1949, must necessarily precede any attempt to outline their organization. Dedicated each year to a specific Greek god or goddess, whose characteristics are used as a theme, the games still take the form of a competition between the Freshmen and Sophomores. Points are awarded to each class, after the completion of each event, on the basis of execution, originality, and effect.

The setting for the games is a modern auditorium with a small, doric-columned stage rising in the center. The walls are disguised with gray curtains, over which heavy laurel ropes are draped.

A colorful entrance procession begins the ceremonies. Members of both participating classes, dressed in bright costumes, file in review before

two white-clad priestesses representing the two classes. Four points are credited to the class which contributes the largest number of people to the procession. Next, the Sophomore priestess recites an invocation to the chosen deity in Greek, while the Freshman priestess pours a libation and lights the altar fire. Then comes a dramatic moment when a Sophomore steps forward, challenging, in Greek, all Freshmen to try their skills; a Freshman herald accepts, and amid cries of "Nike!" (victory), the games begin.

A dance is first performed by a small group of the most able dancers in each class. The dance is based on one event in the reigning god's life, and music and choreography are original. Original lyrics are read next; these are also based on the god's life. This completes the first section of the games, and points are awarded as follows: ten points for choreography, nine for execution; four points for first place entrance music, two for second, one for third; four points for first place lyric reading, two for second, one for third, and one for the lyric reader.

The second part of the games is devoted to athletics, and includes discus-throwing, hoop-rolling, hurdling and torch racing. This section also includes chariot racing—one of the most exciting and spectacular events in the games. The "horses" for each chariot are four girls, trained to execute dance steps with grace and exacting precision. A total of twenty-seven points is distributed throughout these events.

As each event is judged, the victor is crowned



The chariot race is one of the most spectacular and exciting events. Chariots are designed by students.

with a laurel wreath by the Sophomore priestess. As a finale, the contestants join in a song honoring the deity. The victors and the vanquished unite, at last, in one final burst of enthusiasm; rivalry is forgotten, and only the joy of achievement remains.

The organization of Greek Games begins, of course, months in advance. Both the Freshmen and Sophomores elect a Greek Games chairman in November, and the chairmen, in turn, appoint a committee of qualified classmates to help them. Members of each of these committees form one Central Committee for Greek Games, and each class has chairmen of properties, costumes, dancing, athletics, lyrics, music, and "entrance," as well as a business manager and publicity chairman.

From November until February Freshmen are familiarized with the procedure, and plans are drawn up. Cards are distributed throughout the Freshman class on which each girl is asked to indicate her talents, enabling the various committee chairmen to draw up lists of possible participants.

In addition to the student groups, two members of the physical education department assist in all arrangements for the games. At Barnard, Professor Marion Streng, general faculty supervisor for the games, and Miss Lillian Finan, instructor in athletics, have worked with the games for several

years. In addition, upperclassmen who have been prominent in the games are invited to help the Freshmen.

The deity is selected, judges invited, and the dance story selected by early in December. During Christmas vacation, music is written or adapted. Entrance stories, color schemes, costume designs and chariot designs are prepared before the midyear vacation in February, and try-out meetings and rehearsals are also scheduled then to avoid last-minute confusion.

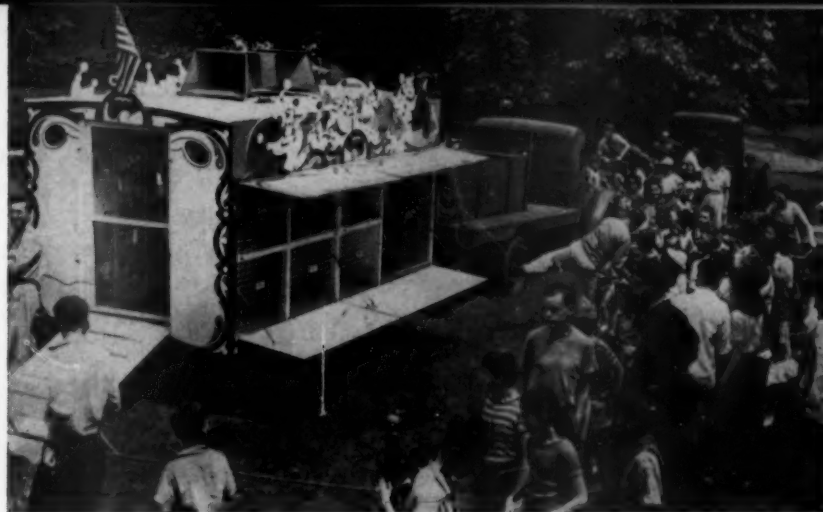
Early in February, a member of the English department lectures on lyric-writing, and this lecture opens a lyric contest. (Later, prize-winning lyrics are selected to be read at the games.) Both entrance and dance music must be approved by members of the music department. In March, try-outs for the speaking parts are held, and the priestess and challenger begin training with the speech department and the Greek department to perfect their roles. All of the members of the opening processional must now attend rehearsals, and dancers must begin to practice their parts. The most skilled athletes are chosen, and they begin to train for their special events. Dance stories must be approved by English department advisors, costumes finished, music orchestrated, lyrics approved, and properties made ready.

In all of these preparations, the cooperation of the faculty, and particularly of members of the physical education department, is manifest. The training of dancers and athletes for the games is included in the regular physical education schedule; many extra hours of practice, however, are always involved. Faculty assistance in other departments is entirely extracurricular.

As Professor Agnes Wayman, head of the Barnard physical education department for many years, once wrote, "Just as music and poetry played a prominent part in the education of Greek youth to the end that there might be harmony of body and mind and soul, so the games and all that they demand in the way of thought and preparation tend to emphasize in the lives of the students participating a striving for beauty and perfection for itself alone. Here is an ideal 'way of education'."

"WE WHO ARE CONCERNED with education realize that athletics comprise an important part of education itself. A well-conceived plan of athletics in a college or university becomes part of the educational procedure. It is our responsibility to train men intellectually and morally and socially, but it is no less our responsibility to train them physically as well, and in terms of physical courage."

—Dr. Robert C. Clothier, president of Rutgers University.



A traveling zoo, with trained lecturer, visits playgrounds, and is so popular that all requests for it cannot be filled.

Public Recreation in CLEVELAND

Scene of the 1950 Recreation Congress

PERHAPS ONE OF the most interesting features of public recreation in Cleveland is the administration of the over-all recreation program. The Joint Recreation Board, illustrating the contractual relationship existing between the city of Cleveland and the Cleveland Board of Education, coordinates the programs of both agencies into one complete program. The joint board came into being on September 16, 1946, when a contract was signed between these agencies, specifying that "it is desired, in the interest of economy of operation and of securing the maximum use and enjoyments of the facilities for public recreation in the city of Cleveland, that the recreational activities of the said parties be operated under a cooperative management agreement."

During the past five years, the Joint Recreation Board has managed to coordinate the operation of all playgrounds in Cleveland as well as the various other recreational facilities of the city and the school board. As in any other joint enterprise of a similar nature, there have been difficulties and some degree of friction arising from time to time.

Author has been coordinator of recreation for Joint Recreation Board of city of Cleveland and Cleveland Board of Education since August 1946.

However, petty grievances have always been sidetracked for the more important function of conducting an all-inclusive program to service the entire city.

When first inaugurated, such a board was experimental and untried. These few years of trial and error have proved Cleveland's need for a united effort on the part of all public agencies in providing a program which will provide for the leisure-time needs of all of the people all of the time. The program offered under the board is a forward-looking one, attempting to serve the recreation needs of as many citizens as is humanly possible.

The summer needs of the children are taken care of by 176 supervised playgrounds. The playground program consists of the usual activities—games of low organization, sand play, music, crafts, dramatics, dancing and so on. Youngsters are offered an opportunity to purchase milk and graham crackers during the midafternoon, the program being subsidized by the Parent-Teacher Associations and the *Cleveland Plain Dealer*. Milk is furnished to all below its actual cost, and to children coming from families known to relief agencies, it is absolutely free.

There are weekly "specials" and contests lead-

ing to district and city championships in kite flying, playground baseball for junior boys and girls, and the like. The following three specials are worthy of mention:

1. The Showagon, which moves from location to location, giving recitals by boys and girls from the various playgrounds, is a sort of vaudeville-on-wheels. Auditions for talent are held weekly. The children who are selected from the mass of contestants are then rehearsed for a week under expert supervision. After each of the shows there is a street dance, led by one of Cleveland's select dance orchestras. These Showagon performances attract neighborhood crowds of from three to five and six thousand. Demands for the Showagon far exceed the ability of the recreation department to schedule its appearances. This program is sponsored by the Joint Recreation Board and the *Cleveland Press*.

2. The Traveling Zoo is a large motor-drawn van containing a number of animals, monkeys, armadillos, and so forth, together with local country animals such as raccoons, opossums, crows, rabbits, foxes. A trained lecturer accompanies the zoo and tells the young audience about the animals, in language they understand. As with the Showagon, the Traveling Zoo cannot satisfy the needs and demands for it. Schedules for its appearance are publicized through the public press and also by special announcements on the playgrounds at which it is to appear.

3. The parade is without doubt the high spot in the summer activities of four or five thousand children. They march down Euclid Avenue to music furnished by their own band, harmonica groups and rhythm bands. Clowns, characters, floats and other attractions, thought up and developed by the children themselves, constitute the parade. Last year, one playground developed a dragon, emitting fire and smoke from its nostrils, which squirmed its 100-foot length down the avenue, much to the delight of the thousands of spectators who lined the sidewalks and peered from store and office windows. The parade wound up on The Mall, where a patriotic note was added by a presentation of the flag by representatives of the armed forces, and a mass singing of "The Star Spangled Banner."

The Cedar Point trip for winners of the pentathlon is another gala day—at one of Lake Erie's most beautiful beaches, sixty miles west of the city. Children taking part are those who have been most helpful to the playground workers in the activities of the safety council. This outing furnishes a train ride, a boat ride and a day of activities free

to all pentathlon winners. The effect of the trip is reflected in the desire of the boys and girls, city-wide, to qualify for it by their work on the playgrounds. This trip is sponsored by various civic-minded individuals, industrial concerns and the *Cleveland Plain Dealer*. The PTA's, through the milk fund, give the children a satisfying dairy lunch.

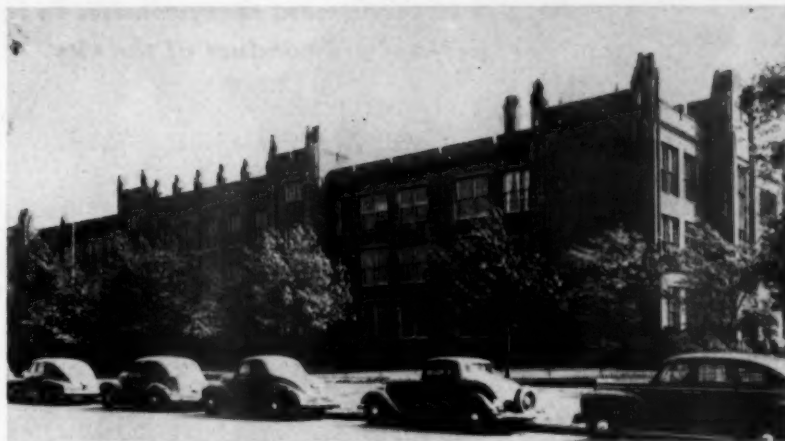
Recreation for older groups is not overlooked, but, during the summer months, is entirely secondary to the provision of such service for the children. Centers are open for the older groups where trained instructors in arts and crafts, painting, ceramics, and other creative activities hold classes for the interested attendance. Music and dramatic groups are kept alive with weekly rehearsals during the hot weather. Some work is done with dance groups, but the size and number of the groups are quite limited and consist mostly of folk and acrobatic dancing.

Golden-agers are quite active in a well-established choral group. A British group does mostly Scottish dances, reporting that it is much easier to get together in the summer than at other times because children are kept busy on the playgrounds. The Mother's Singing and Demonstration Dance Club is another activity group.

The fall and winter program is carried on in over thirty locations and consists of activities classified under three general headings: physical, social and cultural. These three categories are, in turn, broken down into the following unit activities:

<i>Physical</i>		
Archery	Gym Class	Stunts
Basketball	(women's)	Swimming
Boxing	Horseshoes	Tennis
Fencing	Indoor Softball	Tumbling
Game Room	Limbering	Volleyball
Golf	Ping-pong	Wrestling
Gym Class	Roller Skating	
(men's)	Shuffleboard	
<i>Social</i>		
Bridge	Dancing (Folk)	Dancing (Tap)
Card Playing	Dancing	Nationality
Checkers	(Modern)	Public Forum
Chess	Dancing	& Discussion
Dancing	(Old Time)	Public Speaking
(Ballroom)		
<i>Cultural</i>		
Accordion	First Aid	Minstrel
Acting Production	Flower Making	Orchestra
Archery	Garden Club	Paper Craft
Art & Drawing	Gift Club	Personal Regimen
Aviation	Glee Club	Photography
Band	Guitar Club	Piano-Violin
Beauty Culture	Hair Styling	Play Production
Choral Class	Harmonica	Quilting
Clay Modeling	Instrumental	Radio Telegraphy
& Sketching	Journalism	Reading Room
Cooking Classes	Knitting &	Rifle Club
Diesel Engine	Sewing	Social Hygiene
Dressmaking	Make-up	Stage Craft
Drum & Bugle	Marionettes	Voice Operetta
Fathers Club	Metal Craft	Woodcraft

The community center in the Wilbur Wright Junior High School has had both a long and successful operation.



All of these activities are not offered in all of the recreation centers, but can be found in some of them. This unit list is not necessarily complete for any given year, but represents the offerings of the 1949-50 season.

Directors of the various centers are constantly on the alert to find individuals and groups having additional interests. Such interests, when discovered, are promoted vigorously. Canasta is a case in point. It takes its place under the general heading of "card playing," along with pinochle and other popular card games. Only in bridge and canasta, however, are organized instructions offered.

The centers also furnish meeting space for groups organized around a common interest, whenever space can be made available, even though the groups are not organized by recreation personnel. In many instances, such groups affiliating with the centers give up their autonomy and become active units in the center program.

An activity which has attracted a great deal of local comment is the program of Boystowns. There are four of these towns, located in precinct police stations which became obsolete when police were put on rubber with two-way radios. These four towns are located in areas where there are large groups of boys, ages ten to sixteen, who are not served by some other agency. Their programs consist largely of activities which can be carried on in rather restricted space. Handcraft is stressed under the leadership of trained vocational art instructors. Music, both vocal and instrumental, club activities, libraries planned to be attractive to boys—stocked with *Popular Mechanics* and other current publications of an instructive and popular

nature—are much in demand. For their athletic program, they are dependent upon the facilities of the Joint Recreation Board. However, teams in basketball, softball, boxing, and so on are developed in each town.

The programs of the Boystowns, however, primarily are centered around the functions of electing mayors and councilmen, and around other forms of city governmental activities. Frequent visits of Boystowns' elected governing personnel to city council meetings are encouraged.

The Kiwanis Clubs of Cleveland, the Boystown Foundation and other civic organizations have taken, and are continuing to take, an active and sustaining interest in their further development.

Another special center is the Cudell Arts and Crafts Center. Here can be found trained leadership in ceramics, painting and weaving, as well as other forms of cultural activities.

An organizational development which is being watched with considerable interest is that of co-operative enterprises with Red Feather agencies. For example, several centers are now operating in school buildings, with personnel employed by as many as three agencies. This personnel works toward the accomplishment of commonly agreed objectives. Friction has been reduced to a minimum by frequent informal conferences between the executives of each group. The operation of these centers is proceeding satisfactorily, and it is hoped that the coordination with other non-tax-supported agencies and tax-supported Joint Recreation Board programs will increase in scope to the end that the Cleveland recreation dollar will furnish more and better recreation to all ages and sexes all the year round.

"An investment that promises to return dividends in the future welfare and conduct of the city."

How one city handles H



Mayor listens intently as Raggedy Ann and Andy unfold a spooky experience occurring at their party.



It is always time for eats. Each party offers refreshments supplied by the recreation department.



In Newton, Massachusetts, a city of 82,000 good neighbors some eight miles west of Boston, we annually stage a rousing Halloween celebration for more than 10,000 public, private and parochial school children of all ages.

It is, as a visitor has said, "an amazing city-wide event," embracing every grade from kindergarten through senior high school. Even though faced with a rigorous schedule of 240 separate parties, held in forty key locations throughout our corporate area of eighteen square miles, Newton's enthusiastic volunteer Halloween workers take the whole project in their stride.

Packed into a few short hours, after six weeks of intensive preparation, the carefully-planned programs—specifically tailored for each age-level

Mrs. Ragna Hovgaard, supervisor of recreation in Newton, has been an outstanding factor in the recreation department there for more than thirty years.

group—reflect the efficient organizational setup Newton has developed through nine years of experience. The response of our 10,000 lively, unpredictable youngsters has been something out of this world. Although energetic, exuberant boys and girls are potential dynamite when in a rollicking mood, the supervision of these many controlled parties, even if unobtrusive, is so effective that no untoward incident or serious emergency has ever marred them.

From the very beginning, our Halloween celebrations have been sponsored by the recreation department, whose present commissioner is C. Evan Johnson—a director whose inspiring leadership has been a notable factor in our success. The recreation department would, however, be severely handicapped without the strong moral support and active cooperation of the city government, the Protestant, Catholic and Jewish clergy, various civic organizations and innumerable citizens. Mayor Theodore R. Lockwood—one of those few ardent "visionaries" who, less than a decade ago, pio-

Ragna Hovgaard



Ranny Weeks,
orchestra leader, as
quiz-master at junior party.

es HALLOWEEN

neered our parties—is today, as much as ever, heart and soul behind our celebrations. He starts the Halloween ball rolling with a friendly, neighborly letter to every parent in the community. Other city officials, the school department, headed by superintendent Harold B. Gores, the police, fire and health departments, the Chamber of Commerce, Parent-Teachers Association, and the Newton Chapter of the American Red Cross—these, and more, provide the solid foundation on which our entire Halloween structure is erected.

The front-line forces, in immediate charge of the planning and directing of the 240 parties, stem from a supporting committee led this year by Parker F. Pond, president of Newton Center Improvement Association, as lay chairman. It includes the mayor, the superintendent of schools, the chiefs of the police and fire departments, the secretary of the Chamber of Commerce, members of the clergy, representatives of many civic organizations, and other prominent citizens—altogether numbering approximately forty men and women.

Twelve village coordinators serve as liaison members of the supporting committee. Each is solely responsible for the activities in one of the twelve distinct but contiguous villages into which Newton happens to be geographically divided. As their title implies, they coordinate all elements required for the successful direction and program of the parties within their respective villages—personnel, equipment and all other necessary facilities.

Each coordinator appoints a building chairman for every key location in his village. The “key” location may be a school, church, club, the YMCA or some other suitable gathering place. It may house one party, or more—in fact, up to fourteen, as in the case of some elementary school buildings.

Every building chairman, in turn, appoints a room chairman for each party under his or her jurisdiction; and these room chairmen then organ-

ize the committees, composed of parents, who supply the most vital ingredients of our whole Halloween recipe: the planning of appropriate programs and the actual direction of the parties themselves. There are well over two hundred of these committees; and the total personnel, including first-aiders directed by the Red Cross, exceeds fourteen hundred men and women, all volunteer workers.

As permanent chairman of the program committee, my own work involves general supervision of the programs for all parties in the city. I keep in close touch with the committees by mailed memoranda, by telephone and by attending their meetings when asked to do so. Nevertheless, the individual committees are given the widest latitude in arranging their events. They are urged only to conform to certain broad principles and to confine themselves within a framework of activities which our experience has proved foolproof. One specific requirement, however, is that they develop their programs with the age level of each particular group of children meticulously in mind. This is of paramount importance; and the great success of our parties can be largely attributed to the care with which the committees observe it. The time-periods for each party are also suited to age levels: they start in midafternoon for the kindergartners, with evening parties for the older boys and girls running until nine, ten and eleven o'clock.

Inasmuch as our parties are based on the *participation* of the children rather than on passive entertainment, the concept of good recreation serves as a guide in framing every age-level program. In other words, we stress balanced programs: physical activity, social recreation, games, social and simple square dancing; music, for community singing and dancing; drama, which includes movies, quiz sessions, amateur stunts, fortune tellers, magicians, storytelling, costume parades with prizes; Chambers of Horror, Houses of Fun—the list is

limited only by the imagination and ingenuity of the committees. Chambers of Horror provide a terrific thrill for the upper grammar grades, and here the fathers shine, striving earnestly and joyfully to devise harmless but spine-chilling "horrors." What they accomplish is something to behold! In all this planning, however, there is only one acceptable possibility for the more sedate senior high students: a dance at Newton's Totem Pole Ballroom, in Norumbega Park, which is annually attended by nearly two thousand boys and girls.

It is axiomatic in young minds, of course, that a party is not a party without something to eat. The recreation department, accordingly, furnishes refreshments for all parties below the senior high grades. These are simple: ice cream and cookies for elementary school children; the same, plus cider, for the junior high parties. At the Totem Pole Ballroom, refreshments are available to the high school dancers at moderate cost.

The recreation department's "official" menu adds up to many thousands of portions—enough, and to spare, for all children and the fourteen hundred committee members. Doting parents, aunts, and other well-wishers personally donate additional thousands of cookies, candies, apples and similar festive foods to help fill any possible chinks in young stomachs.

Simple as the department's refreshments are, the task of distribution is considerable. The required quantity is figured out in advance and a blanket order is given to a caterer, who delivers it to a distributing center on Halloween morning. There, thirty to forty volunteer women workers repackage the items into the correct number of servings for each party—the 240 or more cartons then being sent by truck to the forty key locations. To avoid any error—a possibility that gives us the horrors—we work from carefully prepared record sheets, and then check, recheck and cross-check until we are satisfied that nothing is amiss.

As with any project involving expenditures, the financing of our early Halloween celebrations was a major problem. For the past five years, however, it has been relatively simple. Our expense money comes from three sources: a special Halloween fund in the budget of the recreation department; from letters soliciting donations which are mailed to five thousand local merchants, manufacturers and private citizens by the Chamber of Commerce, the entire expense being generously borne by the chamber; and, lastly, from "token" fees, paid by the children themselves, for the Halloween tickets which are sold in every school. Elementary pupils pay nine cents; junior high boys

and girls, twenty cents; and, through the courtesy of the Totem Pole management, senior high students are charged only forty cents. It is impossible, here, to go into detail regarding the spending of the money we receive from these sources. All in all, working with a budget that is surprisingly modest for the extent of our celebration, we diligently keep our expenses as low as possible—and, fortunately, manage to stay on the right side of the ledger.

A factor not to be overlooked is properly handled newspaper publicity. In the early days, it was a hit-or-miss procedure resulting in confusion and



Slippery slides, rolling barrels and moving boardwalks thrill school boys in their House of Horrors.

poor publicity. Today, we clear all such material through our general publicity chairman. At least once a week he receives, from building chairmen, filled-out mimeographed forms so itemized as to give him all the information he needs for a comprehensive story of the progress being made by all committees. These stories begin to appear immediately following the very first meetings. We have also had additional favorable publicity through editorials in the *Boston Globe* and *Christian Science Monitor*; and Boston radio stations have courteously given us time on the air.

Publicity has several advantages. Our own local newspaper, particularly, keeps the coming Halloween parties constantly before our citizens, and thus makes more fertile the ground which the Chamber of Commerce plows with its letters asking for contributions; it stimulates the early purchase of tickets by the children; and it has, too, its effect within the Halloween organization. Clip-

pings of each week's newspaper stories are mailed to all building chairmen to show them the progressive development of the whole Halloween picture, and to serve as a stimulus for the few whose plans may not be maturing as rapidly as they should.

Another phase of publicity is poster work done by students in the junior and senior high school art courses. Placed in schools, they are daily reminders to children of the coming event. Many are extremely clever, and all are a tribute to the teaching staff of our public school art department.

Halloween has long been viewed by the younger generation as an occasion for exercising an inalienable right to indulge in pranks. Although our primary objective in setting up our all-inclusive celebration was not the elimination of such pranks, it is good to be able to report that by keeping youngsters off the streets and permitting them to expend their energies otherwise, we have been the means of reducing property damage so materially that today it approaches the vanishing point.

The basic purposes and objectives of Newton's celebration may briefly be expressed in this way: to form a correct concept in children's minds regarding Halloween, and to remedy previously held erroneous ideas about it; to afford children intelligent, thoroughly pleasant, but safe enjoyment; to spend only a limited amount of money, but enough to avoid damage usually amounting to more than the expenditure; to divert children's minds from mischief to healthy pastimes; to teach them respect for other people's property; and, *above all*, to instill in young minds the fundamentals of good citizenship. Beyond question, these purposes and objectives are being achieved.

It was nine years ago that we made our first feeble attempt to launch controlled parties; and we found the going hard. Indifference, downright opposition, lack of funds—these, and more, balked our efforts. Within a few years, however, we were rewarded by a rising tide of interest and cooperation, culminating in the present all-out, enthusiastic backing from every quarter of the city, every stratum of society and the clergy of every faith.

Our greatest impetus came, undoubtedly, when Dr. Homer L. Anderson, our former superintendent of schools, accorded us the moral and active support of his entire department. As he said in his statement of the policies of the Newton public schools regarding the Halloween parties: "We concur with the purposes and objectives of the recreation department in sponsoring and directing the annual Halloween parties . . . We stand ready to

cooperate on a voluntary basis to make the parties a success and secure the results desired. *Since this is an out-of-school educational experience, it naturally follows that it be supported wholeheartedly by the staff of the public schools.*"

Coincident with this statement, all facilities of the school buildings were made available to us: visual equipment, pianos, radios, gym materials and suitable rooms. Principals freely assisted committees in the selection of parent leadership by submitting lists of interested parents, and by arranging for the sale of tickets to pupils through their teachers. They encouraged teachers to discuss with pupils the purposes of the parties and the real meaning of Halloween; to use the occasion to teach good citizenship habits, with special emphasis on respect for other people's property; and to direct attention to the celebration as an illustration of how a community project can be made successful through the cooperation of many people giving of their time and energies unselfishly.

Our present superintendent of schools, Harold B. Gores, is heartily continuing Dr. Anderson's original policies. He is of incalculable help to us, not only because of his keen personal interest, but by granting us unreservedly the full weight of his department. So convinced is he of the long-ranged benefits of our celebrations, he is now asking us to include parties for tiny tots. His thought is to have these tiny folks' first experience with school a pleasant one.

All in all, our Halloween project is an enriching experience for everyone concerned. The happy faces of the children as they take part amply make amends for all the hard work and time put into their Big Night. But even more gratifying is the assurance that our parties are accomplishing the purposes for which they were designed. For nine years—almost a full school generation—our children have come under the influence of those controlled, planned parties. Their conception of Halloween certainly is far different from that of the youngsters of a previous era. That is worthwhile, indeed! And there is no gainsaying the fact that of inestimable value in the development of juvenile character is the first-hand evidence that their parents, neighbors and teachers, by working together in one common cause, can do a big job well.

This investment should return even greater dividends in the future when the welfare and the conduct of the city come into these very children's hands. The things they are learning now should help make their Newton of tomorrow an even better community than it is today.



Square Dancing for

"HONOR YOUR PARTNER!" Wide, colorful skirts bobbing, the girls of the Marie Blodie Club curtsied deeply, then went into the opening figure of their square dance before an enthusiastic audience gathered in Los Battalion Hall of Brooklyn's Rego Park. While the band played modern and folk tunes, the young women progressed from elemental steps and figures into difficult dances that are only seen as specialty numbers—their time, coordination and movement flawless. When the final chord coincided with the final curtsy, the breathless girls were greeted by spectators who rushed onto the floor with congratulations, many of them anxious to join the club and participate in their dances. It was only then that they learned what many of the audience had never suspected: all members of the Marie Blodie Club are blind! Yet they are regular square dancers, annually put on a dance festival—and rarely does the audience see a misstep.

Square dancing, now in the throes of rebirth across the country, has a wide range of appeal. Its position of increasing importance as a diversion

Mr. Durlacher, well-known to the recreation field and several times in charge of dancing at National Recreation Congresses, needs no introduction. His books, "Honor Your Partner," complete with music and instructions, and "Play Party Book," for the younger set, are now in their second printing. His four albums of recordings, ranging from beginner's to advanced, also entitled "Honor Your Partner," can be used to teach leaders and furnish the music for actual dancing. For further information, write Mr. Durlacher, at his home, Freeport, Long Island, New York.

for handicapped persons has spread to include groups of all ages.

Philosophy underlying the reason for a renewed interest in square dancing is soundly based on the deep-seated need of all persons, of all ages, for socialization, which such a diversion can meet, and still combat the trend toward activities outside the family circle. It revives interest in America's own folklore and music. An obvious benefit is the recreation and healthful exercise afforded to all.

The general public, excluding the inner circle of square dance devotees, is not aware that dances are scheduled for nearly every evening in the parks, clubs or recreation centers of most cities, and that square dances are regular week-end entertainment in many rural areas.

The public is still less aware that instructors have successfully taught square dancing to widely diversified groups of handicapped persons, with results gratifying to all concerned. Although methods and procedures used are too new to have become standardized as yet, certain instructions and the resultant success of the dancers indicate that these methods may be profitably used by other recreation directors who deal with the handicapped.

We have worked always with a basic premise, "What can square dancing do for the people?" while teaching square dancers and instructors throughout the country. Some of our pupils have been amputees confined to wheel chairs, psychoneurotic and other mental cases, the cerebral palsied, the deaf and dumb as well as the blind. The Marie Blodie Club girls are some of our prize pupils.

Handicapped persons prove to be interested and willing pupils—rarely does one meet a group for which some teaching technique cannot be adapted. I first became interested in this specialized form of square dancing when, during the war, I had the opportunity to teach amputees in a veterans' hospital. Straight line figures, we found, can be quickly mastered by the boys wearing artificial legs; while no "step" existing was beyond the scope of amputees confined to wheel chairs. They, of

Reprinted from *The Crippled Child*, Chicago, Illinois.

for the Handicapped

course, easily out-manuevered their nurse-partners, who, for uniformity's sake, also "danced" in wheel chairs. Nevertheless, at the end of the first lesson, the group could run through their do-si-do's and "promenade all around the hall" with a good amount of precision and, most important of all, have a wonderful time doing it.

While 100 square feet is considered the required space for the average group of four couples, wheel chair dancers need about 400 square feet, or an area about twenty by twenty feet. Mechanical complications, confronted while making turns and so forth, are compensated for by playing the music at seventy-five per cent of normal tempo.

Most groups of handicapped dancers can begin with a simple circle dance, their joined hands creating a feeling of security and safety. The men have one basic rule to remember: keep your partners on your right. Invariably, however, when a collision on "circle to the right" results from a confused sense of direction, we carefully explain that the right hand is "the one with the thumb on the left hand side," sparing the dancers embarrassment. Every group responds to expressions of genuine encouragement and, when treated with kindness and mutual respect, is receptive to the teaching and has fun while learning.

Square dancing can bring much to the lives of the cerebral palsied. Tempo of the music is reduced to fifty per cent of normal speed, and the caller carefully bases progress on the average person in the group. Square dancing, no matter what the age of the dancer, is never heralded as a class or lesson, but simply as a game. Everyone is taught at the beginning that its success depends on cooperation, with partners helping each other if necessary. I've added a new word, "psyrology," to my vocabulary, formed of

psychology, psychiatry and sociology, understanding of which is absolutely necessary in working with groups such as these.

Group activity can prove to be of great benefit to the introverted personality—which surely described Teddy the first time we saw him. Small and shy, he hung at the edge of the crowd at the summer camp's square dances and refused to be drawn into the activities. When, at last, he was no longer able to resist the persistent coaxing and stepped out onto the floor, it was obvious that one of Teddy's feet was badly crippled. Dancing meant many falls and moments of embarrassment at first, but with dogged determination he kept trying. He

Handicapped children at Camp Paivika, in California, quickly find that square dancing helps everyone get acquainted, adds to fun.



was a regular dancer from that summer on and, at last report, his ego had been so bolstered that he had become one of the popular members of the teen-age set. His group dancing can perhaps be credited with starting him on the path towards better social adjustment.

Problems arose in our initial efforts to teach the deaf and dumb to square dance. The problem of communication was solved in short order by the use of signs for "boy," "girl," "under," "over," "around," and so on. A recreation worker was recruited to thump a stick on the floor, creating vibrations by which the dancers were able to determine the tempo. Students at the Nebraska School for the Deaf and Dumb in Omaha, eager to learn, mastered basic steps as rapidly as normal persons. A piano or recordings furnished the music, and the caller attracted their attention to signals by using a light which he switched on and off.

Blind persons can be excellent square dancers, but it must be emphasized that the "new" or recently-blinded persons should be taught separately from the "old" blind, who have had many years to adjust to their handicap. If the two groups are mixed, the new blind will feel at just as great a disadvantage as would the old blind if they were forced to dance with sighted persons.

The new blind are started off easily with circle dances, holding hands so that they never need have the insecurity of losing contact. They progress to "squares" of four persons each, and the secret of their obvious ability to master square dancing lies in the fact that every step is numbered—making it mathematically impossible for them to follow directions and not return to their correct position. Just as important as correct technique, the teacher must love the people and the work and, above all, never inject sympathy into his remarks. By keeping an eye on the average, so that the rate of learning will not be discouraging, and by showing how easy the dancing can be by starting off with simple figures, the teacher can create an appetite for more, and for all the enthusiasm he could ask.

The old blind, we found, are not nearly as sensitive as those who have been recently blinded, but require fifty per cent more time to teach than normal persons, and progress best at a tempo about sixty-five per cent of normal. With their ability to read the tone of their teacher's voice, they can be taught the most intricate figures, and will take the inevitable bumps and mixups in stride if they are taught as any normal group. Under no circumstances, however, are the blind to be taught in a mixed group with sighted persons.

Psychological patients can learn to square dance if the speed of the music is cut to seventy-five per cent of tempo, and they are treated as normal. The teacher must convey, by the tone of authority in his voice, exactly what he means and wants. Because it is necessary to repeat instructions in order to gain complete absorption, this group often takes eighty per cent longer to teach. The perfect results, once the steps are mastered, are astounding. In one hospital, 150 patients went through seven dances and were asked to review three of them. In all of these freshly-learned figures, only three mistakes were made, and they were just natural mistakes—and all made by nurses, who were acting as partners!

Whether square dancers be on ice, roller skates, or horseback, handicapped or not handicapped, old or young, theirs is a recreation that gives back far more than it demands, providing fun and exercise for all who will participate. Because it is a group activity, it stimulates cooperation, and many of us have come to realize that we help ourselves best when we are helping others. Understanding the other fellow's problem will help the individual to understand and solve his own—to the tune of toe-tickling music and the rapid square dance parlance that follows when the caller says: "Honor your partner!"

The following publications should help you get off to a fine dancing start. These, and many others, may be ordered from the National Recreation Association, 315 Fourth Avenue, New York 10.

Barn Dance Returns, The	\$.15
Complete plans for a rollicking and fun-filled old-fashioned barn dance.	
Dances and Their Management (MP 313) ..	.15
Suggestions for conducting community or public dances or small group dances. Includes dance games and stunts.	
Fun for Threesomes50
Musical mixers, folk and square dances for groups with more men than women, or vice-versa.	
"Good Morning" by Mr. and Mrs. Henry Ford75
Old-time dances with music, calls and figures.	
Musical Mixers and Simple Square Dances	.50
Mixers, group and couple dances and square dances.	
References on Square Dances (MP 327) ..	.15
Some of the Dances and Mixers Used at the 1949 National Recreation Congress (MP 425)15

We Are All Handicapped

N. H. Pepper



AREN'T we all handicapped in some way? Do you feel that you are not?

Eminent sociologists and psychologists tell us every day about people who have inferiority complexes. These people are handicapped. Doctors tell us about children and adults who have weak hearts. They are handicapped. Teachers tell other teachers about pupils who are mentally retarded. They are handicapped.

Now let us look at the average person—you, the reader. Can you do perfectly everything you try? If you can't, then you can consider yourself in the handicapped field!

We need to understand better the physically handicapped person. The only difference between us is that his handicap is one that everyone can see. Children and adults who have physical handicaps need this understanding from other people. We must realize that the physically handicapped want to belong, want to play, and have the same needs and desires as the physically normal beings around them. They don't want to have special consideration. They do not want to be left out—they can play just as well as most of us, but they are not included because they look as if they cannot play.

One summer, as director of Kiwanis Camp for Crippled Children, in Plymouth, Indiana, I found that these youngsters, from all walks of life, were the same as normal children. Some of them were daredevils and would do anything that might challenge a normal child. Some were timid and had to be urged; some wouldn't try anything. Through conferences with parents and with the children themselves, we found that such differences came about, in large part, because of their experience with understanding—or the lack of it—from par-

Author is professor of health, physical education and recreation, Morehead State College, Kentucky.

ents, teachers, other people and other children, both normal and physically handicapped.

For example, one boy had been in an automobile wreck in which both legs were amputated below the hips. This boy was adjusted to his handicaps, went swimming, walked on his artificial legs. If he fell, he picked himself up. He played baseball, hiked, did everything for himself. This boy was encouraged to play and to do things as if he had no physical handicap. The result was that he got along very well until someone would say to him, "You can't do that because you have no legs." That is when he became handicapped—by a handicap that is far more dangerous than any physical one can be. Since play is a normal thing for both children and adults, when you tell another person he cannot play because of a physical handicap, you are making that physical one grow into a mental handicap as well. Most children with physical handicaps would be normal in every sense if other people would allow them to forget their troubles.

The only thing that a leader has to remember when working with handicapped children is that they want to be considered as normal beings and want to do the normal things that others do. Sometimes some things must be modified for them, but they can still enjoy playing the same type of game. Children who play ping-pong in wheel chairs play just as well and get just as much fun out of it as others who stand on their own feet. The same applies to archery, volleyball, swimming, rowing, picnics, campfire programs, baseball, and all the other activities that go on in camps, schools or on playgrounds.

So, the next time you see a physically handicapped person, remember that he is not "different," that we all are handicapped in some way. Let us have a better understanding of our physically handicapped people.

Expansion of NRA Field Services

Many proposals for the closer cooperation of the National Recreation Association with recreation leaders throughout the country, as well as for ways of increasing the effectiveness of association services, have been under serious consideration during recent months. As a result, the first step toward such goals is an expansion of association district field services as of July 1, 1950. Because community provisions for recreation are increasingly being supplemented by state facilities and services, the thirteen district representatives of the association will now take on the responsibility of working with state agencies, in addition to their regular community services. This work, however, will be supplemented by a central clearing service to maintain a national exchange of experiences. The special knowledge and experience which Bill Hay and Harold Lathrop have accumulated during the years of their exclusive service to state agencies will continue to be available for special state projects.

Mr. Hay and Mr. Lathrop have been newly appointed as additional association district representatives, the former to serve in the states of Alabama, Mississippi, Tennessee in the southern district; the latter in the states of Colorado, North Dakota, South Dakota and Wyoming in the north central district.



William Hay

William M. Hay comes from the Southland, studied at North Texas Agricultural College and Iowa State College. In 1936 he worked for the state of Tennessee as recreation assistant in the Division of Forestry of the Department of Agriculture. In 1939 he assumed the duties of director of the Division of State Parks; and, in 1942, he became state recreation consultant to serve towns and counties. He is a member of the American Institute of Park Executives, the National Conference on State Parks, and is one of the originators of the Association of Southeastern State Park Directors. He has represented the NRA in state work for the last three years.



Harold Lathrop

Harold W. Lathrop, who also has been doing state work for the association, grew up in Minneapolis. He studied civil engineering at Dunwoodie Institute and quickly secured employment with the Minneapolis Board of Park Commissioners. From 1927 to 1934, he was engaged in the planning of parks and playgrounds; and, in 1934, he was drafted by the governor to serve as the first director of the Minnesota state parks and to write the legislation which would set up a separate state agency. Through succeeding years, his interests and concerns broadened to include the recreation field. He was president of the National Conference on State Parks from 1942 to 1946 and is now a life director.

George Nesbitt will replace Clarence Brewer as district representative in New York State, thus freeing Mr. Brewer to devote full time to industrial recreation and park recreation. Mr. Nesbitt, graduate of Ohio State, has served the NRA for many years and is well-known for his field work in twenty-eight states and in Canada. Mr. Brewer, also a graduate of Ohio State, has been with the association for a long time, too, as field representative and in charge of industrial recreation.

Richard S. Westgate, formerly superintendent of recreation in Portland, Maine, joined the association staff in August, 1950, to be district representative in New England, covering Maine, New Hampshire, Vermont, Massachusetts, Connecticut and Rhode Island. At one time, he served as the first full-time superintendent of recreation in Montpelier, Vermont; his initial professional experience in the public recreation field having been obtained in Reading, Pennsylvania.

Also recently appointed to NRA district field service in the Great Lakes district area are Robert L. Horney—for Illinois, Minnesota, Wisconsin, and John J. Collier—for Indiana, Michigan, Ohio. (See RECREATION, January 1950.—Ed.)



George Nesbitt



Clarence Brewer



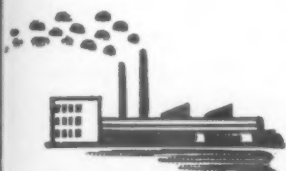
R. Westgate

Recreation -

Clarence E. Brewer

IN THE INDUSTRIAL PLANT

Outlining a procedure of establishing management-union cooperation



For some years, labor leaders have recognized the value of employee participation in recreation activities during off-duty hours. In 1942, Philip Murray, then president of the CIO, gave an address at the National Recreation Congress in Cincinnati in which he said:

"Unless the men and women in the mills and factories of this country are provided with adequate recreation facilities, their morale and efficiency on the job will suffer. . . . Recreation, like education, is a basic human need and should be provided by the communities where the production workers live. Organized labor has sponsored and cooperated with industry and other community forces in the provision of recreation. This shall continue to be one of labor's important objectives."

Today, national labor unions and affiliates encourage local unions to organize their own recreation programs. (See article on page 219.)

On the other hand, management concern for employee recreation, dating as far back as 1900, has grown into flourishing programs across the country, many of which are conducted with the active cooperation of the employees or by the employees themselves. It is widely acknowledged by all that recreation programs can make for good employee relations and good community relations.

The next steps in the progressive development of the plant recreation program, however, logically should be cooperation of labor organization and

management in correlating all recreation concerns, interests and objectives into one over-all well-rounded, well-synchronized recreation program, and coordination between the total plant program and the local community recreation program. It almost goes without saying that such action would increase employee interest and participation.

Admittedly, there will be some difficulties to overcome; but, in those instances where the desire to work together is genuine on both sides, they can be surmounted to the point where successful cooperation can exist. It must be borne in mind that under no centralized administrative control yet devised has there been a complete absence of problems growing out of combinations of different interests. Fortunately, any difficulty can be discussed and solved if there is a desire on the part of those involved to work out harmonious relationships.

The establishment of a labor-management sponsored recreation program for all plant employees, regardless of any affiliation, can be very simple, and not at all difficult to create. There is no need for a complete reorganization of administrative control or of financing. The activity program need not be changed, but consolidated in specific cases. Such a plan should provide for a plant recreation council composed of not less than six, nor more than twenty members. The number on the council would depend upon the size of the industry. One-half of the members should be appointed as management representatives, and the other as local union representatives. No member of the council, however, should feel that he is on the council solely to represent his respective organization. He should understand that he is expected to have a genuine

Clarence E. Brewer has just been placed in charge of industrial and park recreation on a nationwide basis by the National Recreation Association. For further information on this change, see page 194.

desire to work for the best interests of all employees in conducting a broad range of activities for them.

The duties of the council would be the same as those pertaining to any executive committee. It is impossible, however, to fit any activity into a plant organization without making such activity responsible to some designated person holding an executive position. Therefore, the plant council should be responsible to the personnel director, public relations director, employee services manager or other person with similar status who should be the advisor or consultant for the council—just as an employed recreation director must be responsible to a designated person in a company executive position. If management pays the salary of the director, and if the company is to assume responsibility for the acts of the recreation director legally, it is necessary for the company to employ him; otherwise, the company could not be held responsible.

In the financing of the consolidated programs, existing means of financing should continue, with the local union contributing the amount stipulated by the bylaws of the union, or by other means agreed upon. Ways of financing employee recreation programs usually are by either one or all of the following methods:

- a. appropriations from the company
- b. appropriations from the union
- c. profits from vending machine and canteen sales
- d. membership fees, admission charges for certain events
- e. making some activities self-supporting.

The plant recreation council should compile an annual budget and provide the ways and means of meeting expenses of the program. The treasurer of the council should be bonded, and all monies derived from any activity should be deposited with the treasurer, who will keep proper records of income and expenses and submit monthly reports to the plant council. The plant council should have the necessary authority to discharge properly its duties. It should make policies concerning recreation activities only, deciding which activities are to be promoted or which old activities are to be abandoned, and it should also make a careful selection of committee personnel.

In large plants where there are a number of departments, divisions or other manual working units—each large enough to have its own workers' recreation committee for departmental activities—a departmental or unit committee should be selected by the plant recreation council. Each unit com-

mittee should select its own officers, and be responsible for the departmental or unit recreation activities. The chairman of the departmental committee should meet monthly with the plant recreation council in order that each member be kept informed of program activities, and to coordinate plant recreation programs.

In smaller plants, it would be advisable for the plant recreation council to appoint activity committees—such as a bowling committee, and so on—to conduct specific activities. The chairman of each activity committee would meet with the plant recreation council monthly and be responsible to the council and the recreation director.

Experience has shown that administrative machinery runs more smoothly if the employees enjoy the control of their own recreation program. Programs which provide activities offering employee participation according to individual interests, inclinations and skills will also provide equal opportunity for the development of leadership qualities. The planning of the programs should be done largely by representatives of labor and of management through joint management-labor committees. There should be a sincere and cooperative spirit between labor and management, free from any selfish interests and gains, and a better understanding of the need for clear thinking and active doing.

Contributors and Friends—

Please accept our hearty thanks for the good program material which you are constantly sending to the association, and to its publications department! This material includes your local bulletins, annual reports, announcements of special local events, newspaper clippings, and so on. There often is not time to write a special letter of thanks to each of you; but please know that such material is valuable indeed and that we always are grateful. Whenever possible, we pass it on to others via the magazine or the bulletin service—and, in addition, it keeps us up-to-date on the progress you are making and the interesting things which you are doing. Please continue to remember us.

HEADQUARTERS STAFF
NATIONAL RECREATION ASSOCIATION

When a University and Community Cooperate

Jean D. Grambs

“WE NEED LEADERS and assistant leaders,” cried the directors of youth agencies in Palo Alto, California.

“Our students need more experience with young people before they go out to teach,” said members of the faculty of the Stanford University School of Education.

Was there any one solution to meet both needs? Yes, for Palo Alto and Stanford found the answer.

The roots of this unique story of university-community cooperation lie in the program of the Palo Alto Youth Coordinating Council, a meeting ground for all local agencies concerned with the welfare of youth. The council finds places in the community where it can be of service, establishes a program and, when the program has proved its merit, encourages another local agency to continue its sponsorship. Thus it worked on the leadership problem of the youth agencies. A committee was appointed by the coordinating council to see if some method could not be found which would provide a continuing source of leaders and assistants, and came to the conclusion that part of the solution was in the School of Education at Stanford.

Starting on an experimental basis, students working for a high school teaching credential were apprenticed to local youth groups for one or more quarters in connection with a required course. The council agreed to finance the services of an expert in group work leadership training for the first year, who was to give the neophyte group leaders some basic skills and orientation in the work.

Each student enrolled in the general methods

course—required of all teacher candidates—was assigned to one of the local youth agencies after each supervisor had outlined the leadership possibilities in his agency. On the basis of the student's previous experience and special skill, he was assigned to a youth group as leader or assistant leader; or, in some cases, two students would take over joint leadership. About fifteen hours of class time were devoted to lectures and discussions concerning the problems of leading youth groups. During the first quarter of the experiment, agency supervisors attended the special class sessions and met frequently with the instructor outside of class to assess the program. Towards the end of the quarter, student representatives, agency supervisors, the group work consultant and the course instructor sat down together to evaluate the experience. Out of this discussion came many suggestions for ways to make the activity more meaningful for the students and more effective in terms of the agency programs.

This general pattern was followed for the three quarters of the first year of the program. Many changes in administration occurred; the content of the group work part of the course was made more realistic; methods of evaluating student participation were developed. Agency supervisors were learning the kind of introduction to the agency that students need, and the School of Education was learning more about its students as potential teachers. The students themselves are in almost complete agreement that the experience with youth groups was tremendously valuable in preparing them for teaching.

The participating agencies also are very enthusiastic about the program. Agency supervisors tell

Jean D. Grambs is assistant professor of education, School of Education, Stanford University.

us that these college students add a new zest to their whole leadership program. They have new ideas, a point of view untrammelled by the "agency attitude," a genuine interest in the work and in the children and, last but not least, they are very popular with the children in their groups.

As the course is organized now, the students write rather extensive reports during the quarter of their assignment to active leadership. A general outline has been prepared by the instructor with the advice and criticism of the agency supervisors, which helps the students see the problems of leadership, individual and group behavior, and to apply what is learned to later school and classroom situations.

Each agency supervisor comes to the class every two weeks for one hour for a group supervision session with the students assigned to his agency. During the first three weeks of the course, the instructor concentrates on helping the students develop leadership skills and understanding. Class discussions, lectures, sociodramas, outside reading

are utilized in the training. Since the basic concepts of group dynamics are as vital for the teacher in the classroom as for a group leader, it is felt that this emphasis is a sound part of teacher-training. The discussion leads towards a clearer understanding of the teacher as a democratic leader, rather than as an autocrat.

Participating agencies include the Girl Scouts, Boy Scouts, YMCA, YWCA, and the Palo Alto Recreation Department. Approximately 300 students have taken part in the program during the six quarters that it has been in operation. Of this number, about one-fifth have continued to work with their youth group voluntarily for one or more quarters. A number have become camp counselors during the summer as a result of this class experience. Best of all, these teachers-to-be now have a genuine appreciation of the role of the voluntary agency in contributing to youth welfare, and a deep desire to bring these values into the classroom. This program can be tried by any community that is near a teacher-training institution.



SQUARE DANCE WITH A BULL

At a recent recreation institute conducted by Anne Livingston of the National Recreation Association, the class presented her with a token of appreciation. Sam Brake, a quiet, shy man, made the presentation. After telling how much the week had meant to him, he nearly broke up the meeting by unexpectedly going into the following story:

• "I am Sam Brake of Rocky Mount, North Carolina; and my work is dairying.

"I went out to work this afternoon. When I went to an adjoining barn to feed the herd bull he was standing squarely over his feed box. I said 'Move Buster'; Buster didn't move. I said 'Move Buster'; Buster didn't move.

"I didn't know what to do.

"I thought about the square dance lessons I had learned at the recreation institute in Rocky Mount. I put into practice the step left and swing right. Yes, I stepped left and 'swung.' I struck old Buster right up under the edge of the barn. That made him mad; he turned to charge. I didn't have

a pitchfork, which is the best weapon in a case like this. In the barnyard slush I did the 'step and slide.' I stepped one step and slid back two steps. I stepped again and slid back two steps. There I was, nearer Buster than ever.

"What was I to do? Again I turned to the square dance lesson. I did a do-si-do right (half way). Now I am at the other end of the maddest bull in the state. This was temporary relief, but Buster was still between me and the barn. Again I turned to dancing. With no right hand to clasp, I grabbed hold of Buster by the tail and shouted 'Allemande right' and swung this beast half way around. Now I am in front; my next thought was 'Promenade home'."

THE REGENERATION OF CHINA



**John
McNamara
demonstrates.**

AFTER FORTY YEARS of banishment to the storeroom, Chicago is watching hand-painted china come back to modern dining rooms with—please excuse the mixed metaphor—a crash!

Most housewives are glad to welcome beautifully hand-decorated service plates on easily-cleaned hangers, to add attractiveness to their bare dining room walls. Tall, graceful chocolate sets, their delicate beige backgrounds splashed with full-blown white roses, are also reappearing in gift shop windows.

Singlehandedly, eighty-year-old John McNamara is promoting a recreation movement in local china-painting circles. Having retired from forty years of service with the Chicago Board of Education, he is surrounded, from morning till night, by old-timers brushing up on an almost forgotten art, and by china enthusiasts who drop in to pick up new ideas from the old master while using his gas-fired kiln.

The walls of his living room are adorned with paintings whose skillful execution attest to his progress. One landscape depicts a herd of sheep descending a steep hill in his favorite vacation spot, the Canadian Rockies, and is a masterpiece of finely-wrought detail.

Since World War II, something new has been

Mr. Olsen takes a lively interest in reporting unusual recreation activities of Chicago residents.

Paul Olsen

added to simplify the McNamara technique. Through relatives of an ex-GI grandson who married overseas, he obtains lovely scenic decals of featherweight transparency from Nuremberg, Germany. After a suitable background color has been tinted in, the decals are applied to the plates with a colorless mucilage. The decorators then "white out" much of the detail and brighten colors with their own powder and turpentine mixtures.

The completed work is placed in the kiln and fired up to five hundred degrees. When it achieves a bright red glow, the gas is turned off and the china is allowed to cool in the closed kiln. The results are delicate Watteau-like paintings on pastel backgrounds, bordered with the painters' choice of tiny floral decals or etched gold.

Only recently the McNamara alumni dispatched a state-sealed order for gold service plates etched with hydrofluoric acid to the governor's mansion in Boise, Idaho. Orders for the specialized grape-cluster designs also flow in steadily from far points of the country to which their fame has spread.

John recently journeyed to Louisville, at the invitation of the American Radiator Company, to demonstrate the painting and firing of bathroom tiles. He also makes week-end jaunts to coach suburban assemblies of oldsters whose enthusiasm for a lost art has been revived. Graduate pupils stand in as instructors during these trips. Many of them have opened studios in their own homes.

In spite of the steadily-increasing demand for hand-painted china in the shops, with delicately-tinted Dresden figures ranking as best-sellers in the wedding gift department, John McNamara derives all of his compensation from the happiness of his older students. Estimating the unused talent lying idle throughout the country as immeasurable, he thinks all former practitioners of his beloved art ought to get out their old square shader brushes and dust off the paintbox for a new lease on life.

RECREATION LEADERSHIP TRAINING IN HIGH SCHOOL

William B. Pond and Gene L. Coulon

RECREATION is not just a term applied to the leisure time of boys and girls; nor is it applicable only where an established recreation program is carried out. It involves the leisure-time activities of everyone from the tiny tot to the oldster.

The schools of today have as a motto "Education for Living" and, in their program, they include such activities as physical education, shop, handicrafts, art, dramatics, music. In fact, anything which might enrich the daily life of the student at the moment or provide a carry-over activity for adult life is now being offered in many schools.

However, in few, if any, cases is the student given the basic philosophy of leisure-time activity or taught how to apply its carry-over values in terms of his daily leisure activities. Neither is the student given the training nor the opportunity to utilize his organizational and planning abilities in regard to recreation or leisure-time activities. Even though today he may be fortunate enough to live in a community with an established recreation program, it does not follow that he always will. A situation may arise wherein if he does not have leadership skills and the know-how to organize activities in his own community, that community

Mr. Coulon succeeded Mr. Pond as director of recreation, Renton, Washington. Mr. Pond is now the acting supervisor of the Recreation Division of State Parks and Recreation Commission of Washington.

will have no opportunities for such activities.

Well-aware of these facts, the recreation council in Renton, Washington, and the local school district decided to attempt to enrich the school program by jointly offering a recreation leadership training class in high school, open to eleventh and twelfth grade boys and girls. This class has now been in operation for nearly three years and the results, from the standpoint of the school, student, and the recreation department, are certainly very gratifying indeed.

The course is set up on the same basis as a business training course or any similar course, with the class meeting one hour per day for the first semester for one graduation credit. The second semester is on a project basis, also entitling the student to one graduation credit. However, the student is required to put in 125 hours of actual on-the-spot leadership under the direct supervision of the local playground leader before any credit is given. These 125 hours entitle him to one more credit, making available three graduating credits in one school year.

The first semester is devoted entirely to lectures, discussions and demonstrations in the classroom, using as a text *Adventures in Recreation* by Weaver Weddell Pangburn, supplemented by the following material:

The Recreation Movement in America; A Brief Bibliography for the Recreation Library; Recreation Leadership as a Field of Work; Recreation Leadership Standards; Some Leadership "Do's"; Training Volunteers for Recreation Service; Community Recreation Buildings as War Memorials; Recreation Areas—Their Design and Equipment; Selected Bibliography on the Construction, Administration and Operation of Swimming Pools; ABC's of Public Relations for Recreation; Introduction to Community Recreation, George D. Butler; Is Park and Recreation Service a Governmental or Proprietary Function of Municipal Government?; Playgrounds—Their Administration and Operation, George D. Butler; Day Camping; 88 Successful Play Activities; Suggestions for an Amateur Circus (MP 26); Water Games and Stunts (MP 158); Gay Nineties (MP 314); Indoor Carnival; The Barn Dance Returns; "Good Morning," Mr. and Mrs. Henry Ford; Arts and Crafts for the Recreation Leader; Craft Projects that Can Be Made with Inexpensive and Discarded Materials (MP 256); Adventuring in Nature; Home Again (MP 321); Home Play; Home Playground and Indoor Play Room (MP 73); Homemade Play Apparatus (MP 277); On a Rainy Day, Dorothy Canfield Fisher and Sarah Fisher Scott; Parks—A Manual of Municipal and County Parks; Parks

and *Recreation in the Postwar Period*; *Recreation for Girls and Women*, Ethel Bowers; *Active Games and Contests*, Mason and Mitchell; *The Normal Course in Play*, Joseph Lee; *Public Education in Washington*, George D. Strayer; *Games for the Playground, Home, School and Gymnasium*, Bancraft; *Play in Education*, Joseph Lee; *The Administration of Public Recreation*, George Hjelte.

Stress is laid upon the recreational philosophy of the group and the individual, and a thorough study made of programs, administration, sources of finance, problems pertaining to specific age groups and skills. Use is made of specialists in different fields, who act as resource people.

The second semester is devoted to individual projects, with each student responsible for the complete planning, organization, promotion, actual events, probable costs and other pertinent facts of a special program. Special recognition is given to the student for organization of any actual activities. For example, our students this year actually organized and helped conduct touch football leagues, baseball leagues, dance classes, soccer teams and tournaments, Christmas programs, dramatic clubs, junior clubs, social dances, basketball tournaments, marble contests, finger painting, model airplane clubs and many other projects.

The 125 hours are divided so that the student works ninety hours in fields with which he is familiar—for example, in athletics, music, dramatics—and thirty-five hours in fields which are foreign to him but in which he has shown some interest.

It is much too early to evaluate the long-range benefits of this program since time, and only time, will tell. However, it is apparent from recent reports that a higher percentage of students of the recreation leadership class in Renton are pursuing recreation study in college than from any other high school in the state. While this is not the sole purpose of the class, as many recreation leaders will recognize, it is a healthy situation in view of the rapidly-expanding field of recreation and the consequent need for competent leadership.

Another value witnessed over this three-year period, and one that is desperately needed by so many recreation organizations, is the help that the course has given in the selling of a recreation program to the community. This is constantly done by present and past students of the class. The

knowledge gained through student participation as to the complicities of over-all organization has given them a clear understanding of some of the problems facing recreation. Consequently, they, in their daily contact with students and adults, are acquainting others with the problems that must be overcome before the desired results can be attained. This creates an interest on the part of citizens, and citizen-interest in any worthwhile community project usually brings results.

This year, members of the class have planned and organized weekly teen-age dances. Three adult supervisors are in attendance, but the class members carry out the complete program. Attendance averages about 700 young people and, needless to say, a good time is had by all. This helps to prove that youth, given the proper instruction and guidance, is able to handle such situations.

Another example of individual organization by the students is the conducting of story hours and children's games. As members of the class live in various sections of the greater Renton area, they can reach outlying neighborhoods and districts easily. In his own locality, a student meets with the parents of children who are of pre-school and elementary age and explains the program offered through the recreation council. In this way, the parents become acquainted with the values of recreation and are extremely happy to have their children participate in the program under competent leadership. The number taking an active part in this student-supervised activity ranges from ten in the neighborhoods to seventy-five in the community centers.

It is only fair to say that the class is still in the embryonic stage, but as time progresses and conditions change, the necessary adjustments in class and field work will be made. So far, it has not been necessary to make any drastic changes.

It is most gratifying to see these students use their leisure for volunteer work in our community centers and playgrounds. This is one of the objectives we had hoped for but of which we could not be certain. The school district, park board and recreation council feel that the program certainly has shown merit; and not only do the benefits derived have bearing on local thought, but the possibility of future benefits to the community is becoming more and more evident.

Psychologists tell us that everyone has certain fundamental needs. High on this list is the need for adventure.

Let's Go On a TOUR!



Too often we do not capitalize upon our local community resources. In program planning for boys and girls, our activities do not extend into the heart of the community.

Field excursions to points of interest may be easily and economically arranged to meet a holiday need for a trip program. These experiences, resplendent with ever-changing settings and new adventure, present another type of leisure-time project for the private or public recreation agency.

Local factories, stores, municipal buildings and other civic points of worth are awaiting the presence of a supervised recreation group. Commercial concern officials invariably are happy to arrange for a group tour of their plant. Most cities present a wide selection of choices for a varied and fascinating selection of visitation sites. The public relations value, especially if the group carries some identifying shirts, tags or bands, is worthy of note. Youngsters, while having fun, are actually learning through observation and experience with real and tangible values in the community.

Frederick M. Chapman is graduate assistant, recreation division of the University of Minnesota, Minneapolis.

The Grand Crossing-Chatham department of the Chicago YMCA has, for several years, sponsored holiday trip clubs for local boys and girls. These programs have been entitled the "Winter Fun Club," "Spring Fun Club," and so on—in harmony with scheduled holiday vacations that the children found hanging heavy on their hands. Through the media of newspapers, mimeographed flyers, bulletin boards and school classrooms, the advance schedule of trips is made available to the young people. Transportation fees for the tours are kept low. An advance registration assures a specific attendance number and simplifies planning for adequate leadership.

Imagine the thrill for members of one touring group to have had the opportunity to shake hands with the mayor! He gladly cooperated in taking three minutes out of his busy day to say "hello." While in the courthouse, this group was invited to view the city jail and to participate in a mock session of juvenile court.

Parents respond heartily to the addition of such informative trips to supplement the regular athletic and club programs that so typify many leisure-time agencies; while, for the youngsters, these activities add excitement and zest, creating days long to be remembered.

Your community may have a courthouse, news-



Seventy boys and girls, during tour arranged by recreation director of Port Chester, N. Y., inspect American airlines facilities at La Guardia Airport.

paper plant or sausage factory. The possible points of interest are endless, depending upon your particular geographic setting. Among the places of interest to boys and girls that have proved to be of consistent value are bakeries, telephone buildings, airports, state capitals, university athletic departments, soft drink plants, farms, cookie factories and federal reserve banks.

Several valuable suggestions for successful trip planning and execution include:

1. Arrange in advance with the proper official regarding the number in group, time of arrival and other conditions. A few days before your scheduled excursion, verify the particulars with the place to be visited.

2. Select destinations that appeal to your age group, that are of interest to children, and that assure you of some educational and recreative values.

3. Secure written parent permission for each child participant. This may be easily done through a blank to be returned with the fee and registration.


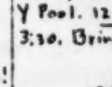
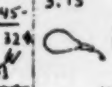
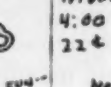
4. Invite parents to come as volunteer leaders. Check with them in advance regarding their responsibilities while on the tour.

5. Require all trip members to return to the agency at tour termination to avoid miscounted children and misunderstandings.

6. Use the "buddy system." Have youngsters walk in couples during the greater part of the excursion. At crowded intersections, police will be glad to assist your group in crossing the street.

7. If the boys and girls number well over thirty, divide them into squads or "tribes." Each subgroup may wear a colored badge, tag or arm band. A leader or "chief" is responsible for his tribe's behavior and order.

8. Through identifying devices (T-shirts, badges, caps, banners, ribbons), your agency will leave a real interpretive thought with the many factory or building employees who temporarily delay their work to gaze upon the touring youngsters who are so eager to learn and explore.

100 CLUB ^{SUN} CALENDAR			
1st Week! - 6-17-49			
TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
June 21 First Meeting at "Y" 1:00 - 3:15	22 Trip to Northwestern National Bank; Swim, Downtown Y Pool. 12:45 - 3:30. Bring 32¢	23 Handicraft and Games at the "Y" - 1:00 - 3:15	24 100 Club Chapel, 1:30. Trip to Star Tribune - 2:00 - 4:00. Bring 22¢
			
All activities begin at underlined time in afternoon at "Y". In case of rain, meet at "Y" for alternate activity.			

OCTOBER 2-6, 1950

Some Last Minute Reminders

Register early! And while you are registering, get your tickets for the special events of the week that require them—the National Recreation Congress banquet on Tuesday evening, a tour of Cleveland on Wednesday afternoon, and the special luncheons.

The Congress will start out bright and early Monday morning with special conferences for recreation and park executives, industrial recreation leaders, hospital recreation leaders, and rural recreation leaders. These conferences will last all day; and the industrial recreation conference will run over into Tuesday.

For purposes of welcoming everyone and of gathering together new and old friends, right at the start, the National Recreation Association invites all registered delegates to tea on Monday afternoon from four-thirty to six. Many NRA staff members and Mr. Prendergast, executive director, will be looking forward to greeting you.

After attending the opening general session on Monday night, remember the traditional play demonstration in which *everyone* participates.

On Monday, Tuesday and Thursday afternoons, there will be sessions of the Congress recreation leadership training courses. Inquire at the registration desk, or consult your official program, for the courses which will be presented. NRA training specialists will be in charge. Register at the registration desk for any course you want to take.

Have you received your copy of the *Congress Preliminary Pamphlet*? You will need it to plan your activities during the session. If you haven't, send a request postcard to T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10, New York. The official program will not be available until you register.

Meet the folks! When registering, plan to take a few extra minutes to greet our faithful old friends, the manufacturers of recreation equipment, publishers and other exhibitors, who will be in the

immediate vicinity of the registration desk. You will, of course, want to revisit them frequently during the week to discuss accumulated questions on equipment.

Ackley, Bradley & Day, Sewickley, Pa.
Ahrens Manufacturing Co., Grinnell, Iowa
American Handicrafts Co., East Orange, N. J.
American Playground Device Co., Anderson, Ind.
American Recreation Society, Washington, D. C.
Association Press, New York, N. Y.
Aviation Products Co., New York, N. Y.
A. S. Barnes & Co., New York, N. Y.
Beach and Pool, New York, N. Y.
Wesley Bintz, Lansing, Mich.
J. E. Burke Co., Fond du Lac, Wis.
Cleveland Crafts Co., Cleveland, Ohio
The Coca-Cola Co., Atlanta, Ga.
The Folk Dancer, Flushing, N. Y.
Frost Woven Wire Co., Washington, D. C.
Game-Time, Litchfield, Mich.
Hillerich & Bradshy Co., Louisville, Ky.
J. C. Larson, Chicago, Ill.
MacGregor Goldsmith, Inc., Cincinnati, Ohio
Magnus Brush & Craft Materials, New York, N. Y.
McLaughlin-Millard, Inc., Dolgeville, N. Y.
National Amateur Baseball Federation, Louisville, Ky.
National Bowling Council, Washington, D. C.
National Society for Crippled Children and Adults, Chicago, Ill.
Pennsylvania Rubber Co., Jeannette, Pa.
Pepsi-Cola Co., Long Island City, N. Y.
J. E. Porter Corp., Ottawa, Ill.
Rawlings Manufacturing Co., St. Louis, Mo.
Square Dance Associates, Freeport, N. Y.
Takapart Products Co., Freeport, N. Y.
United States Rubber Co., New York, N. Y.
W. J. Voit Rubber Corp., Los Angeles, Calif.
Weaver Wintark Sales Co., Shamokin, Pa.
Wilson Sporting Goods Co., Chicago, Ill.

CLEVELAND, OHIO

On the Program

General Sessions



The Honorable
Carl V. Weygandt



Cleveland as seen from Terminal Tower; public auditorium and stadium are shown in background.



Dr. Daniel A. Poling

CONGRESS general sessions programs will be of special interest this year. For instance, delegates will hear a panel of college presidents—chaired by the Honorable Carl V. Weygandt, Chief Justice of the Ohio Supreme Court—discuss the significance of recreation in the world today; college responsibility to students on the campus; their responsibility for the preparation and training of professional recreation leaders; the training of the student body for service to communities; how recreation can help to develop the characteristics and ideals of democracy; and how far the government has a responsibility for recreation.

In much the same way, a panel of mayors from different parts of the country and different kinds of cities, presided over by Harold Battenheim, editor of the *American City* magazine, will discuss recreation as a part of municipal service. Dr. Daniel A. Poling, who is president of the International Society of Christian Endeavor, president and editor of the *Christian Herald* and editor of the *Christian Endeavor World*, will address an evening meeting. Dr. Poling is an honorary member of the National Recreation Association. Joseph Prendergast, executive director of the NRA, will be one of the principal evening speakers.



Frederick L. Hovde
President of Purdue



William E. Stevenson
President of Oberlin



John Schoff Millis
Pres. Western Reserve

The FAITH

9

AM SURE that you have often wondered about the purpose of life, of your life.

Why are we here; why do some succeed; why do some fail? Why such a variety of opinion as to what is success, what is failure? If there is a great purpose back of our existence, and a great aim to be accomplished, then why do we at times seem to fail? Are we simply average; are we above average? If average, we are as near the bottom all the time as we are near the top. That is not a very inspiring outlook. Can we wrap up these various contrary thoughts into one package and place our name on it?

I am sure that we have all had the experience of coming to the end of a day with the feeling that nothing has been accomplished, and that the day has been entirely lost. But even to have lived with the thoughts of supposed failure in our mind, and to have done our best with the ability we have, is to have lived a successful life.

Too many people fail in life through trying to outdo someone else. We rather should constantly try to outdo ourselves. Let us hitch our wagon to an occasional star and give it a chance to go places. That does not mean we will always accomplish that which we desire or to which we aspire. Maybe we are not willing to pay the price to bring to maturity the dreams we have had. Maybe our plans were too small. Small plans lack the magic to stir the imagination.

The faith that is in us is not just a front for special occasions. It is the real person—yesterday, today and tomorrow. It is the driving force that carries on when you think that you are through, when you want to quit, when you think that you are not being paid enough, when you wonder if the results are worth the candle, when life has dealt you a bad streak of luck, when even your best friends do not seem to understand you. Hamlet, in his great soliloquy, reasoned thus: "To be, or not

to be, that is the question. Whether 'tis nobler in the mind to suffer the slings and arrows of outrageous fortune, or to take arms against a sea of troubles, and by opposing end them." Dr. Frank Crane said: "The great soul has its resources within itself. The small soul looks to outside things and other people."

None of us really tap the hidden springs of our being when things are easy and everything is going fine. Why should we put forth a special effort if it is not necessary? Don't try to run away from trouble or to by-pass problems—they may be your best friends.

Character, spirit, personality are just as much in need of exercise as your biceps if they are going to be strong to meet combat, opposition, stress and strain of being misunderstood. This faith that is in us then is not something to wish for and hope someday will be ours. It is something for which we fight; something that comes from self-discipline. Its very strength is that intangible spirit that never says die. If we are not willing to pay the price of conflict, we are not prepared to share the glories of the faith that can move mountains. In addition to being prepared to fight, we must be prepared to serve. An abounding faith built entirely on the cafeteria or self-service plan has little value. The word "service" connotes others. It means giving, not getting.

Granted that each of us, as a separate entity, is entitled to his place in the sun, we all owe a great deal to the past. A great many of our present ideas and methods of procedure come from our predecessors and are available to us not only as an inspiration, but as a sound philosophy. Your life need not be limited to your own personal practice. If we were compelled to confine our thinking within the narrow range of our own short period of conscious living, our lives would indeed be shallow. You can live intimately with all the grandeur of the

Author is superintendent of recreation, Lancaster, Pa.

* Paper presented at the Twenty-ninth Annual District Recreation Conference, Buck Hill Falls, Pennsylvania, April 1950.

That Is in Us*

Grant D. Brandon

past. This is yours for the seeking. A dip into the stream of great thoughts that have preceded us is not only a privilege, but a duty. The outstanding figures in the field of recreation in the early days are a rich source of inspiration.

Mr. Braucher wrote, in the September, 1949 issue of *RECREATION*: "Much evil comes from not recognizing that most men and women, including ourselves, are so built that they need leisure in living as they need food, water and sleep. This little children know. If, as men gain maturity, without losing maturity they can retain the child's ability to live fully each day, then this world would become a much easier planet for all." And, in May, 1948: "The great job of the recreation movement is to find the people who have the gift of helping to keep all of time and existence alive."

Dr. Lawrence P. Jacks, a noted English writer and editor who visited our country on a tour in 1932, offers something to enlarge and strengthen that faith of ours. "The art of living is one and indivisible. It is not a composite art made up of adding the art of play to the art of work, or the art of leisure to the art of labor, or the art of body to the art of mind, or the art of recreation to the art of education. When life is divided into these or any other compartments, it can never become an art but, at best, is a medley or at worst a mess. The happiness that man's nature demands is impossible until the creative part of him is awakened; until his skill hunger is satisfied. Man's happiness, the happiness for which he was created, comes from within himself."

The breadth and richness of the recreation movement in America today owe much to Dr. John Houston Finley, who gave thirty years of his life to the recreation movement. "It will be a far more difficult task of civilization to teach men to use leisure rightly than to instruct them how to labor efficiently . . . Most of us waste enough time to make ourselves great musicians, artists, scholars, poets, able to minister our avocation to human hap-

This paper could very easily be our collective thinking on the subject of faith. I am simply the record speaking. Much of it is ours, not mine, and has come as a result of our association for nearly a quarter of a century. It is at times impossible to say what is really you and what is the result of your associations. What you may like in the paper, claim as your own; what you do not like, let that be mine.—Grant Brandon

piness, even beyond that which we can do in our vocation."

On the other hand, the father of recreation, our beloved Joseph Lee, said: "We aim to develop power; we train the muscles and the mind, but we are no longer content unless these serve as avenues to something deeper. The question is not of learning, nor yet of power, but of character. If the lesson has struck home, the result is not merely more knowledge or more intelligence, but more boy or girl, more of a person there for all purpose. If arithmetic has truly reached him, he will play better football; if his football has been a real thing, he will do better arithmetic. That is the test of true educational experience—that it leaves a larger personality behind."

The business of life is the translation of ideas into action—in other words, to find out what you want to do and do it.

In this age of uncertainty and turmoil, when people and nations are testing ideas and wings, our anchor must be *the faith that is within us*. Blessed is he who has a good anchor, and sad is the individual lacking this anchor to leeward.

One of Freud's great theories is that a person becomes what he is by imitation, not only in childhood, but in adulthood. If we have strong and courageous models to imitate, we are indeed blessed. Unfortunately, our models too often are themselves weak and immature vessels and, as our society becomes infiltrated with isms and strange questionable doctrines contrary to democratic ideals, the whole structure weakens.

Whether our environment is the controlling factor or not, our personal responsibility is colored by the fact that each of us has some influence on others, as others have influence on us. The finer

qualities of one's mind and heart are extremely contagious. Some people live as if this influence simply radiated, like light and heat, and they disclaim any responsibility for its effect on others. Life is a thoroughfare upon which we find ourselves travelers, not just blind baggage shipped nowhere in particular, with no purpose or destination in view. Not until we begin to give of ourselves do we come to realize how wonderful it is to have the power of influence. Keep it true to the highest in your nature for it might be truthfully said that the richest portion of our eternal significance is the influence, by example, of our lives upon the men, women and children with whom we are privileged to associate.

I cannot conceive of a just God mocking us with desires and aspirations beyond our capabilities of attaining. What a man can imagine, he can accomplish. When the sparks of inventive genius come, which all alive people experience at times, don't simply pass it off as a pipe dream, but ride the inspiration for all it is worth.

Remember, life owes you nothing. You are indebted to it for the opportunity it has given you. Maybe all you now need is to awaken that slumbering giant within you, turn him loose on some of the dreams you have been afraid of until now.

Let us not lose ourselves in things, but rather

in ideas. No one would question the fact that our civilization is predominately one of material progress rather than one of spiritual ideas. Our material progress has not given us more character, more men, more women; it has made life more difficult.

No man or woman comes to the end of the road satisfied with his accomplishments. The great man is marked by his devotion to the unattainable. Satisfaction is an indication of arrested development. Feed your fires of discontent; they are of divine origin; their cultivation comes high.

We must recognize the fact that attainment is never complete. It is a series of continually opening doors. To a degree you can measure your growth by the number of unattainable things in your heart. Gains are made by realizing dreams, but advancement of our civilization comes when hearts are set upon the impossible. Hitching your wagon to a star does not give you the star, but it does carry you a long distance from the earth.

We all want some degree of success. The only difference in us is in the strength of our desires. The failure of any single one of us in whatever measure is a world failure. We may not in our own minds seem that important, but what we do not do may be delayed indefinitely or may be never done at all.

"A Treasury of Living"

THE EDITORIALS and holiday messages of the late Howard Braucher have long been a source of inspiration to all who have read them. At the request of these many friends, a volume of his writings have been published by the National Recreation Association so that they may be preserved for all time. Copies of this limited memorial edition, *A Treasury of Living*, are now available from the association at ten dollars for each volume. Each book will be numbered and inscribed, and all requests will be filled in the order in which they are received.

The cost of this limited edition of one thousand copies has been met by special contributions, and the entire proceeds from the sale will be placed in the Howard Braucher Memorial Fund. This is but one of the projects planned to raise money for an appropriate memorial to the man who gave his life and work to the furtherance of the recreation movement for people everywhere.

In his introduction to *A Treasury of Living*, Raymond B. Fosdick writes: "Howard Braucher preached the gospel of play as an essential part of life. To him, life without recreation was a living death, and the man who lacked the spirit of play was an empty shell. Because so much of what he wrote has lasting value, not only for recreation workers, but for all who are interested in the well-being of mankind, selections from his writings are here presented in a single volume. They tell a story of whole-hearted devotion to an ideal, of faith in mankind and of belief in the better world. They are published in the hope that others, reading his words, may be inspired to carry on Howard Braucher's work of fostering the spirit of joyous and abundant living."

Christmas

Begins in July



Hugh T. Henry

WITH CHRISTMAS as highly commercialized as it now is in most cities and communities throughout the nation, it falls largely to the public recreation departments to plan, promote and conduct non-commercial, non-sectarian civic celebrations of the season. With this in mind, public recreation departments should approach careful planning and directing of their programs.

Actually, even midsummer is none too early to lay the initial plans and make personal contacts with the people of the community who may be called upon later to assist in the various phases of the celebration. True, none of these folks will have "Jingle Bells" or "Old Saint Nick" on his mind at this time of the year; but, during seasons of maximum recreation attendance either on playgrounds or at other recreation centers, it is possible to become acquainted with the community interests of great numbers of citizens and, through these, to note those persons who can and will contribute to the success of such a celebration.

In any event, the planning of publicity, community decoration, ceremonies and presentations should be made far enough in advance to meet the recommendations of the local newspaper and radio-news agencies, and to give ample time for preparation by all participants. Each phase of the preparation for celebration, as well as the celebration itself, should be publicized by newspaper, radio, letter, bulletin and personal announcement to all citizens concerned.

The decoration of the community for the season is a tremendous job, and requires early planning. It need not be an expensive one for the department if:

A move is instigated to interest the citizenry in simple home decorations in the motif of the season. Though it is widely practiced, it is recommended

that no prizes be offered for home decoration. It is most effective to base this program on civic pride rather than on the competitive spirit;

Arts and crafts projects for the construction of community Christmas tree decorations, to be hung at ceremonies by members of these groups, are introduced into the schools and into the recreation department's crafts groups;

Arrangements are made for the volunteer assistance of local organizations in the lighting and decorating of parks, parkways, public buildings and recreation areas; and

Arrangement is made for a central community Christmas tree—preferably as a gift to the community from some nearby farmer or landholder who grew the tree or owns the land and gives it in the spirit of the season.

When funds are available, the recreation department may arrange for the lighting and decoration of special locations by professional or qualified tradesmen. Seasonal fireworks displays also make effective, though costly, decorations when and where such may be safely used. These might be contributed by civic organizations or financed through the department budget.

Through the schools and youth organizations, church choirs and local music groups, caroling programs may be arranged for presentation at the community tree, the railroad, bus and airport stations, hospitals (by special arrangement), public buildings, military and naval stations and recreation centers. Also, plans can be made for concerts of Christmas music and leadership of mass caroling throughout the community. The recreation department should act as clearing agent for groups desiring to present musical and other programs at the community tree.

A portable organ or a portable record player with amplifier, located at the community tree, contributes greatly to the occasion. It is most effective to use recorded caroling programs from previous years' local activities for some of the presenta-

Author pioneered in recreation in Corpus Christi and Texarkana, Texas; later he served as superintendent of recreation in Winchester and Radford, Virginia.

tions. If local organists are used, all musicians should be given an equal opportunity to participate. If recorded music is used, it is wise to select the greatest variety of numbers possible and not to plan more than four one-hour programs per day.

The lighting of the community tree should be a community ceremony with city officials, clergymen, and the children of the community participating. A tree decoration ceremony might precede the lighting ceremony, in which the school, church and recreation crafts groups hang decorations which they have made. It may be necessary to limit the number of decorations to be hung by each group, and it is effective to have members of the groups do the actual hanging under the direction of a general supervisor. These programs should not take place earlier than two weeks before Christmas Day.

Pageants, plays and Christmas readings by church and dramatic groups may be arranged for presentation at the community tree and in public buildings. A schedule should be made for the arrival of the various Santas in public places to avoid conflict of organization programs.

One of the highlights of the community Christmas celebration should be a mass caroling program late on Christmas Eve at the community tree—

particularly to bring together the young people of the community after their neighborhood caroling, and prior to the midnight religious services which are held in a number of churches. A Christmas Day parade or promenade of youngsters (ages three to eight), with their favorite Christmas gifts, can end with a caroling program at the community tree to delight parents as well as the children.

When and where possible; some of the music and dramatic programs may be recorded for broadcasting or broadcast direct as public service features by the local radio stations in cooperation with the department. Seasonal decorations should be changed and improved from year to year. Landscape artists' sketches and photographs of decorations are helpful in this planning. Definite planning for the removal of the decorations and the dismantling and disposal of the community tree should be made well in advance and carried out not later than the morning of January second. (Some communities conduct a tree-burning ceremony.—Ed.)

A properly handled community Christmas program on a non-commercial basis is one of the strongest public relations programs a department can achieve.

Thrilling Developments in State Hospitals

RECOGNITION OF RECREATION as a vital part of patients' days in the state hospitals is a new phase of Governor Youngdahl's expanded mental health program in Minnesota.

There are now some sixty leaders employed to plan and execute recreation activities for 14,550 patients in the nine state hospitals; and new ones are being taken on weekly. With this influx of specialized leadership, proposals are being made for professionalized training and higher standards.

Many of these leaders have had hospital experience in addition to specialized recreation training. Recreation students at the University of Minnesota have participated in special internships at some of the state hospitals, with particular emphasis on recreation techniques with mental patients.

The new commissioner of mental health, Dr. Ralph N. Rossen, has viewed guided recreation activities as a means of activation for the mentally ill patient. Through patience and friendliness, the recreation leader can entice a catatonic patient to catch a ball. Through repeated efforts and time,

this patient may become more responsive to other forms of treatment.

Through activities of the day, the patient is provided with an outlet for his hostilities. He can find expression in art, music or drama. Channeling energies into these constructive areas is of real value in this eventual rehabilitation of the man or woman who is mentally ill.

Minnesota's emphasis on recreation is in character with other phases of its program. Some time ago, hospitals in the state eliminated all strait jackets, shackles, and other forms of mechanical restraint. In discarding the use and symbolization of restraints and their restrictions, Minnesota leaders have chosen recreation as a symbolization and method of emotional release and eventual freedom for mental patients. Through the outlets which recreation provides—activity on a newspaper staff or in square dancing, on the patients' council or in a game of medicine ball—the patient assumes the dignity and respect which should be his under a civilized society.

A TOWN OF



Roller skates appeal to youngsters in Oregon, too!

Good Skates

Jeannette Owens Fogarty

FREE ROLLER SKATING for the children of Plymouth, Massachusetts, now in its third year, had a very modest beginning during the Christmas vacation of 1947. It started when a high school student expressed a desire to be able to roller skate without having to drive fifteen miles from home to do so. The Youth Cooperation Committee of the Plymouth Woman's Club needed a project at this time, and roller skating was the answer.

Of course, everyone said that it couldn't be done. To begin with, no one expected the Selectmen to let us use the Memorial Building—but they did. We were fortunate in having such a large one available, with a floor space of fifty by eighty feet, surrounded by a balcony seating 800 people. Under the balcony are two dressing rooms with toilets and washbasins.

Our next problem was that of providing skates for participants. The Woman's Club had no money to buy them, so it was decided that each child should obtain his own. Skates are expensive, but it is amazing how many youngsters now own a pair. Even shoe skates are in evidence. The

Mrs. T. Fogarty is chairman, Youth Cooperation Committee, Plymouth Woman's Club, Massachusetts.

prophets of gloom also expected that there would be innumerable accidents, but, so far, floor burns and minor bruises have been the worst casualties.

Luck seemed to be with us most of the way, even in the question of how to provide music, so necessary for successful skating. The reporter for our local weekly had a public address system and record player at the Memorial Building, and he let us use them free of charge. At first, records were loaned to us by the children, but as the roller skating program expanded, we were able to buy them. A high school senior, interested in electronics, has kept the player in good running order.

Enthusiasm for the skating program has grown steadily since the beginning, when we started with eight boys and girls. From the first, each youngster was asked to bring a written permit from his parents saying that he had their permission to skate at the Memorial Building. Some of the young people felt that this was very childish, but when we insisted, they reluctantly complied. When a child presented his permit to skate, we gave him a ticket, at no charge, which was good for the season. At first, the tickets were just for prestige, but as the number of skaters grew, they became really necessary. By the end of March, 1948, there were 120 children with skating permits. In the meantime, the Kiwanis Club, at our suggestion, had started evening skating for older young people.

The following fall, the Woman's Club and the Kiwanis Club opened the second season on the first of November, the Woman's Club again offering

free skating to any child with the proper skates and a permit. The number of children steadily increased until 230 held tickets for afternoon skating. The Kiwanis organized a skating club with dues of a dollar per season. They had 175 in their group, mostly junior high and high school students, and a few graduates.

During the Christmas vacation of 1948 we were accommodating 110 children in one afternoon. This was too many for the floor, which accommodates seventy or eighty skaters very nicely, so we decided to divide our sessions according to school grades. The high school and junior high students—who take their skates to school—continued as before, since they are out of school and skating by one-thirty in the afternoon. Since the grade children are not dismissed until three-fifteen, and those of us supervising skating are ready to quit by four-thirty at the latest, we asked the Grange to hold an afternoon session for the grade school pupils. They agreed, and the number of grade school children enrolled jumped from thirty to seventy almost immediately.

Last year, all children skating belonged to the Junior Recreation League. For fifty cents and a parental permit, a child became a league member with permission to skate once a week during the five-month season. Before Thanksgiving, 550 youngsters had joined.

The three sponsoring clubs conducted one session each last season—the Woman's Club holding afternoon roller skating for the junior high youngsters, the Grange for the grade school children, as before, and the Kiwanis still supervising the high school group in the evening. It was felt that the young adults of Plymouth also needed some form of healthful recreation, so the Business and Professional Women's Club planned an evening of skating for this group.

Our rules for skaters are very simple. Each child must have his own skates with fiber or wooden rollers, and the permit from his parents. Skaters enter by way of the back door of the Memorial Building near the dressing rooms, where skates are put on. There are separate dressing rooms for the boys and girls, and once skates are on, no child may leave the floor, except to go to the dressing room. No games of tag or crack-the-whip are allowed and no fast skating or cutting in and out. The children appreciate the skating and know that any disorder will mean the loss of their ticket, so our disciplinary problems are practically nil.

We have presented three special shows to date. The first, after three months of skating, was a very simple affair given for the mothers of the

children who attended regularly. Again we were fortunate in that we have a young woman who has participated in several skating shows. She was very glad to help the youngsters, showing them how to jump and twirl. The fancy skating helped all of the children, and made the entire program more enjoyable.

The second show was given for the Plymouth Woman's Club in February—at a regular meeting of the club, with parents and friends of the skaters also invited. About 650 spectators attended, with about ninety skaters of all ages participating. The one-hour program consisted of one solo, several duets and quartettes, but mostly of skating in large groups for such features as the grand march and the Paul Jones.

We ended the 1949 season, in April, with our most ambitious production. Thirty-five costumed grade school children skated during the first half of the performance and, later, junior and senior high school boys and girls had their opportunity. We had no costumes for this second half since there were about eighty members in the group, but the girls wore their own colorful skating skirts and blouses and the boys were dressed in white. We practically duplicated the program of our previous show, using a few more people, putting on several more specialties, adding spread eagles and backward skating for variety. After it was over, the youngsters skated, just for the fun of it, until ten o'clock. It was all very amateurish, but the parents loved it. Our expenses were small and we made a profit of \$250, which will be used for other recreation projects.

The effects of the roller skating sessions have been most gratifying. A teacher told us that one boy who was definitely anti-social has become quite normally gregarious since he has been skating. Parents also have found the activity to be helpful for disciplinary purposes. One boy was not allowed to go skating until his mark in deportment improved; several youngsters learned how to earn and save money because they wanted to buy shoe skates. Boys of fifteen and sixteen are gaining experience in child supervision as they help with the little boys and girls.

In addition, we feel that this successful roller skating project has convinced the adult population of Plymouth of the real need for more and better recreation facilities. Since the Plymouth Woman's Club, the Kiwanis Club and the Grange have worked together so well on the skating program, we have been organized into a recreation council. We hope that this is only the beginning of a comprehensive recreation program for our town.

Party and Dance Themes

The following ideas, reprinted by special permission from the *Program Bulletin* of the Eighth Army Special Services in Japan, are used in parties for young servicemen and are *adaptable for groups of teenagers anywhere*. Decorations can be made at pre-party gatherings or by committees or arts and crafts groups.

Hard Times Dance

Decorations and costumes carry out the theme with old, worn-out clothes, depicting the ragman or Raggedy Ann; also, brown wrapping paper and paper bags can be fashioned into convincing hard times costumes.

Overturnd wood boxes may be used for chairs; clotheslines may be strung across the room, with old rags hanging from them; and refreshments (handouts) may be served from cardboard boxes.

Candlelight Dance

Construct a huge candle for the stage backdrop—place music stands with cut-outs of candles on front of the stage. Have lighted candles on each table. Candleholders may be made of wood blocks (cut star shape and painted), with a nail driven up through the center to hold the candle secure.

Candle relay and candle tag are novel ways of carrying out the theme.

Top Hat

This familiar night club theme is a natural for decorating. Miniature top hats for the men can be made of black construction paper; twine can be attached to each side and tied under the wearer's chin. Orchestra members may also wear them. Walls may be decorated with huge cut-outs of black top hats.

Use the cane tag (only men carrying a cane may cut in) several times during the evening.

Arabian Nights

Decorate walls and stage curtains with life-size cut-outs of Ali Baba and the Forty Thieves, Aladdin and his lamp, and large vases in bright colors. Japanese lanterns also add atmosphere. Turbans may be fashioned with crepe paper and

given to the guests as they enter the hall.

Some Arabic costumes are nothing more than plain white sheets thrown around the body, with one corner over the head and only a small slit for the eyes. A more elaborate costume may be provided for the crystal-gazer.

Snow Carnival

Simple, but effective, decorations can create a snow theme by cutting out fancy snow crystals of white paper and pinning them on walls or stage curtains. They may also be pasted on windows.

Another idea is to pour Lux flakes into hot water, beat to a stiff foam, dab on windows in small amounts to appear as snowflakes and then dash on Epsom Salts before the suds dry. These may also be used around the centerpiece on refreshment table.

Zebra Dance

Stripes—black and white—galore and cut-outs of life-size zebras on the walls, miniature cut-outs for dance programs, favors and invitations are wanted here. Use zebra heads, made by painting head sides on wrapping paper and stapling together, for masks. Slip these over the men's heads, letting the edges rest on the shoulders. Use several of these for tag dances.

Rag Doll Reel

Just another take-off on the old square dance, or it may be planned as a mixed affair—ballroom and square. Make ribbons for the girls and rag dolls for the men to use when they wish to cut in on dancers. For some real fun, give a signal at which time the men who are caught with rag dolls will be required to go out onto the floor and dance with them. A paper doll theme may be used, featuring the popular song.

Artists' Ball

Create an "arty" atmosphere with a skyline scene, as would appear from a studio window, for the stage backdrop. Cut-outs of palettes and paint brushes may be placed on the walls. Make various colored French berets and bow ties and give one set to each man as he enters the hall.

Other Suggestions

Pirates' Shindig	Nautical Tea	Jailbird Dance
Saints and	Dance	Firemen's Frolic
Sinners Ball	Circus Dance	Gay Nineties Ball

Icicle Dance	Pink Elephant	Cuban Cruise
Jack Frost Dance	Dance	Florida Fling
King Neptune	Sports Dance	Gypsy Caravan
Reign	Backward Ball	Home on the Range
Whirl 'n Swirl	Bohemian Ball	Indian Pow Wow
Blue Jay Hop	Pan-American	Land of Make-
Patch Party	Ball	Believe
Roman Carnival	Comic Strip	Duffy's Tavern
Neapolitan Nights	Dance	All-States Dance
Bartender's Ball	South of the	Star Dust Dance
June in January	Border	Night in Vienna
Jitterbug	Snow Ball	Blue Danube Ball
Marathon	Fan Dance	Ground Hog's
Corner Drugstore	God and Goddess	Debut
Jiving with a	Ball	Trappers' Ball
Jukebox	Bean Dance	Winter Wonder-
Kiddie Costume	Cotton Ball	land
Dance	Coronation Ball	Scarecrow's Frolic
Hobo Holiday	Western Dance	



Boys and girls, Jaycee monitors, townspeople line banks in Dayton, at 1949 National Fishing Rodeo.

A NON-PROFIT organization of sportsmen—Better Fishing, Incorporated, at 509 S. Wabash Avenue, Chicago 5—has, as its purpose, the promotion of fishing among boys and girls of the nation as an aid in character building and in the teaching of conservation of natural resources. The organization cooperates with communities throughout the country in the initiation of better fishing programs. All boys and girls under fishing license age are eligible to compete in the Annual National Fishing Rodeo on the fourth Saturday in August. Why not get in touch with the organization when planning your next year's program?

Any municipality having a body of water—lake, pond, stream, lagoon or even a swimming pool—where legal-sized fish can be stocked and caught, can join the fun. Better Fishing, Incorporated, reports that adults have reacted as enthusiastically as have the children and, interestingly enough,

Better Fishing

that girls and women are outstandingly ardent followers. This year, the program started with a ten-week "Adventures in Fishing," launched in June. During this period, civic groups arranged outings under the guidance of experienced anglers.

To date, many community recreation departments have taken advantage of the help which this organization stands ready to give, free of charge. Typical of the letters received from them is one from Charles K. Billings, the recreation director in Thomasville, Georgia, in which he says: "Every citizen within, and neighboring, our community will be looking forward to another annual event next year. Through your efforts we have prospered much in outdoor principles, conservation and true sportsmanship. A 'Youth Fishing Club' was organized from the rodeo; civic clubs have taken an interest and are laying out plans for the future, for municipal lakes, for restocking all streams and for launching a general clean-up of all fishing sites."

While John J. Murphy, Board of Park Commissioners in Boston, writes: "The competition was keen, the fishermen and those of us operating the contest all had a good time. . . . It should do much to teach children good sportsmanship, an appreciation of the interest taken in their happiness and welfare all over the country, and should be a valuable lesson in good citizenship."

With the exception of aluminum tubing, all of the parts, including the lenses, come from scrap, salvage or war surplus materials.



Members of beginner's group in Cleveland's Junior Astronomy Club test their 'scopes.

Telescopes for Juniors

Frank A. Myers

★ Lots of teen-age boys and girls would like to make a telescope. Most of them don't make them because they don't know how, and the cost is too high. Some Cleveland folks thought that something ought to be done about this. The result was the formation of our Junior Astronomy Club. (See May, 1949, *Sky and Telescope*.) Interest in telescope-making has so far exceeded our expectations that we believe that other communities may be interested in what we have done.

The Cleveland Museum of Natural History felt that astronomy could be made a museum activity for schoolboys and girls. Harold T. Clark, president of the museum, discussed the subject with Dr. J. J. Nassau, president of the Cleveland Astronomical Society. Together, they talked with heads of school science departments. The museum was willing to furnish a clubroom and to equip a workshop with tools for telescope-making. Members of the society who had made their own telescopes would act as instructors. The schools felt that homemade telescopes would make splendid science projects for pupils.

Sponsors' meetings were held in January, 1949. All persons were so enthusiastic that, in February, the Junior Astronomy Club was launched, and over 200 schoolboys and girls attended the organi-

zation meeting. Nearly ninety per cent of them wanted to make telescopes; without question there was a widespread desire on the part of each teenager to have his own instrument. But differences in age and skill indicated the need for three different groups of telescope-makers in the Junior Astronomy Club program.

The grinding and polishing of a mirror for a reflecting telescope had great appeal for juniors fourteen years of age and up. Many adults also wanted to make mirrors. This group standardized on producing six-inch mirrors with simple wood and pipe fitting mountings, under the leadership of James L. Russell, who is an amateur astronomer and telescope-maker of long standing.

A second group were specialists, composed mostly of high school and college students and older persons. Some wanted to assemble binoculars from war-surplus kits; others wanted to use war-surplus lenses to make a high-powered terrestrial or astronomical refractor. Some had ground six-inch mirrors and wanted to make larger ones. Others wanted help in the design of telescope mountings.

Richard P. Tappenden and I have had experience in Boy Scout and school handcraft work. We

Reprinted from *Sky and Telescope*, Cambridge, Massachusetts.

knew that many boys and girls under fourteen years of age wanted to make telescopes, but that these youngsters do not usually have the manual skill or the perseverance to spend fifty hours grinding and polishing a mirror. At these ages they assemble model airplanes and model trains. Therefore, for our beginner's telescope, we set up the following goals:

1. The *design* must be simple, and require mostly assembly operations.
2. The *time* required for completion should not be over three or four afternoons. We wanted completed telescopes before the youngsters became discouraged or lost interest.
3. The *manual skill* required should be of the junior high school age level. Tools must be simple, and as much fabrication as possible done by the beginner.
4. *Instructions* must be simple enough to enable easy training of instructors to carry on the program as a school activity.
5. The *cost* of lenses and parts must be under two dollars.

The museum purchased all of the tools for the club. Hand tools, costing about seventy-five dollars, have accommodated a group of thirty telescope-makers at one time. However, these do not include the drill press, band saw, and a filing and polishing unit used by both the beginner's and mirror-grinding groups. If you can afford enough tools, you can have everyone do the same operation at the same time. But, with thirty to thirty-five persons in our groups, we did not buy more than twelve each of even the simple tools because of the cost. The result was a six-ring circus—a number of small groups each doing a simple operation at the same time.

For the first one hundred telescopes, I used my own metal-cutting band saw at home to cut the tubing to size for rings and spacers. When the activity started to spread throughout the Cleveland schools, the museum purchased a metal-cutting band saw for the club workshop. Three of our instructors have woodworking tools at home. Two have lathes and metal-cutting equipment. We had a lot of fun designing and making various jigs, fixtures, and "Rube Goldberg" contraptions for making the telescope parts. These jigs enable the drill press to perform many operations which would normally have to be done on a lathe, which we do not possess.

Two groups at a time make beginner's telescopes in the club. One class meets Saturday afternoons; the other, Sunday afternoons. Each group meets every two weeks, for three meetings.

Each meeting starts with about twenty minutes of movies or a demonstration of optics in the museum auditorium. We use the Erpi films: "The Solar System," "The Earth in Motion," "The Moon," and the Harvard film, "Explosions on the Sun." The last fits in with a talk on atomic energy. Each member is given a copy of the *Graphic Time Table of the Heavens*, which we secure gratis from the Maryland Academy of Sciences.

Following the movies, we have about two hours of telescope-making in the club workroom. The group from ten to sixteen years of age all finished their telescopes in three meetings. Boys and girls as young as eight and nine, and adults up to sixty-five, made telescopes in our first four groups.

Seven visual-aid charts are used. Before making each part, we explain the step-by-step operations, and the charts save answering a lot of questions later. We say, "Ask the chart first—if your question is not answered, then ask me."

The charts make instructing easier for a science teacher who may not be a good mechanic, and they are the key to moving the beginner's telescope from our club workshop to the schoolroom. Members of school telescope clubs join our club and meet at the museum for general lectures on astronomy; but they make their telescopes in school. The museum buys the various raw materials. The schools send picked students who have had machine-shop training to the club workshop, where they saw the required number of rings and spacers on the club band saw. They can see how our jigs and fixtures are made so as to make duplicates (or improved models) for their school telescope groups.

With the idea of helping other cities to make up their own kit of parts, and of promoting interest in astronomy at teen-age level, the following literature concerning the beginner's telescope has been published by the Cleveland Museum of Natural History: reprint of "Telescopes for Juniors" article in September 1949 issue of *Sky and Telescope*; eight charts, showing step-by-step how to make each part of our telescope kit; hand tool instructor's manual for making the beginner's telescope; machine tool instructor's manual for making the beginner's telescope; packing list, showing the parts in our kit.

"If you hear about a thing

You forget it;

If you see it done

You remember half of it;

If you do it yourself

You remember all of it."

—*Memphis Park Commission Bulletin.*

Florida Dwight

Tom King



FLORIDA DWIGHT, pioneer recreation worker, completed thirty-two years of service with the Jacksonville Recreation Department when the nation celebrated its 174th year of independence on the Fourth of July. In recognition of her faithful and outstanding service, the Jacksonville Recreation Board presented her with a bronze plaque of appreciation.

It was in July, 1918, that she became director of Oakland Playground, when the first play area for Negroes opened in Jacksonville. At present, director of all Negro activities for the department, her energy and interest are the same and have never waned over the span of thirty-two years. One of her former playground boys, now a school principal, has said that her good deeds and charitable acts have been limited solely by time.

Mrs. Dwight has been eligible to retire for twelve years, but retiring such a magnetic personality is as impossible as drawing a shade over the sun. She is one of those rare persons who is completely self-sacrificing, constantly doing big and little things for others.

An article by C. Parham Johnson of Jacksonville, which appeared recently in two Jacksonville daily papers, had this to say about her work with youth: "With honor, loyalty and respect, we rise at this time to pay tribute to a noble woman who has dedicated her life to being a mother, a wise counselor and companion to the youth. She has consecrated her life unselfishly to moulding character and shaping lives for future service, knowing how sweet it is to live and serve; how enjoyable

it is to bring out of other lives those hidden qualities that many have said do not exist! Mrs. Dwight, those of us who love youth can really appreciate the fact that all hope is not dead when one like you is in charge."

Mrs. Dwight has had many honors bestowed upon her, but the one she seems to appreciate most deeply came to her in 1936 when she was chosen as one of the ten outstanding Negro leaders in Jacksonville and Duval County. Since then, she has been listed in "Who's Who for Negro Leaders of America." In 1938, she was awarded a certificate by a Jacksonville daily newspaper for "helpful community service," and just this past year received an "L" certificate from A. L. Lewis Junior High School, Jacksonville, Florida, for her work in the field of community relations.

She recalls with pleasure receiving the twenty-year service medal, awarded her by the National Recreation Association at the twenty-third annual National Recreation Congress in 1939. Five years later she received her twenty-five-year service bar from the association.

Throughout the years, she has been instrumental in raising funds and securing scholarships that young men and women of her race might attend institutions of higher learning. She, herself, studied at Atlanta University, Atlanta, Georgia, and Edward Waters College in Jacksonville.

When, and if, Mrs. Dwight retires, the Jacksonville Recreation Department may "fill her shoes," but no one will ever fill the void created in the hearts of her fellow workers.

California Gold Rush!—Neither Mom nor Pop, Junior nor Sis could complain that their summer lacked exciting plans for them. The San Leandro Recreation Department of California celebrated its centennial summer with activities for all the family. Its motto was "There's Gold in Them Thar Playgrounds" and the gold rush began on June nineteenth with their opening. Included among the treasures were baseball, basketball, folk and square dancing, hiking, music, softball, social events, table tennis, tennis, volleyball, badminton, model airplane building and special festivals, tournaments, days and shows.

A Dream Becomes Real—They're discovering in Detroit, Michigan, that dreams do come true. A half-century vision of a riverfront civic center will soon be an actuality. Officials signed a \$600,000 contract with an architectural firm to draw plans for a new \$15,000,000 city-county building, with construction scheduled to get under way at the end of the summer. At about the same time, it was expected that work would start on the new civic auditorium made possible through a \$2,500,000 gift to the city from the Ford Motor Company and its dealers. The third of the buildings which will make up the major part of the riverfront project is the eight-story \$5,700,000 Veterans' Memorial Building to be put into operation in the next few months. The planners also envision new state and federal office buildings in the center, but these and other ideas are for the more distant future.

Meanwhile, Detroiters are rejoicing that after many false starts—civic center proponents were once called "dreamers of the impossible"—the completed "living center" will mean the realization of one of the most ambitious civic improvements in the city's history.

Magic World of Puppetry—The Marionette Theatre of the New York Department of Parks again proved to be one of the most popular attractions of its recreation program this year. Children in every section of the five boroughs were given the opportunity of watching "The Shoemaker and the Elves" come alive.

The show was transported for 112 performances, throughout the summer, in a specially-constructed motor truck housing the stage, sound and lighting equipment. It was just a decade ago that the Department of Parks had formed a marionette troupe to tour its parks and playgrounds, enchanting the youngsters of all ages.

Ports of Recreation—Merchant seamen will now have more recreation ports of their own to sail to in leisure hours. Just recently, a ceremony was held in Brooklyn, New York, to dedicate the new International Seamen's Recreation Field, set aside by city officials for the exclusive use of merchant seamen of all nations. In June, the United Seamen's Service reported its plans for a service center for American seamen in Naples, Italy, adding it to the list of Pacific, South American and European ports where the seamen can find recreation,

World at Play

refreshments, lodgings and personal services. Later on, if a suitable site can be determined, a center will also be available on the island of Okinawa.

Bing Visits; Recreation Benefits—Front Royal, Virginia, will probably be talking about Bing Crosby Day of 1950 for many a year to come. Not only was it a great day because of the sixty-seven-unit parade, twelve spirited bands and delightful floats which decorated the main street, but on hand for the affair was Bing Crosby himself. The crooner was present to attend the world premiere of his latest motion picture, seats for which were sold at auction at a minimum bid of five dollars each. Proceeds went to the town's recreation association, along with the sum of money raised from the community square dance staged by the T.W.U.A. Local 371. At the end of the day, the recreation association was richer by \$15,000, of which Bing had contributed \$3,595.

Bing Crosby's interest in Front Royal and its recreation program began about two years ago when he came to the town to visit an old friend. Within an hour, the news had spread that he would address a recreation association rally. The affair was a huge success. The association, which had been struggling for over a year to establish recreation facilities for the community, was a going organization from that night on. In-between the Crosby visits, the association obtained a large park area, laid out a diamond and gridiron, installed lights, arranged for the high school football team to stage its first night games, promoted a baseball team, sponsored community-wide softball leagues, carried through with its playground schedule and engaged a director of recreation!

Recreation in LABOR UNIONS

C. E. Brewer



- Recreation for members of labor unions is not new, but very interesting changes in union recreation trends are occurring on both national and local levels. For some years, the American Federation of Labor and other national labor affiliates, and in later years, the newer Congress for Industrial Organization national labor affiliates, have maintained certain policies relating to recreation.

The methods of promoting and organizing a recreation program vary slightly among the different national unions, but, in general, they follow much the same pattern. The International Ladies Garment Workers Union (AFL), the Amalgamated Garment Workers Union (CIO), and the United Textile Workers (CIO), for instance, conduct recreation activities as a part of their education program. Each local union is assisted and encouraged to organize its own recreation committee and conduct its own program, calling upon the education director of the national organization for advice and assistance.

The International UAW-CIO has a similar policy, except that a full-time recreation director not only gives assistance in the conducting of local recreation activities, but also organizes, promotes and conducts national or regional inter-local union tournaments and contests. This director, Miss Olga Madar, maintains an office in the International UAW-CIO Recreation Department, Detroit, Michigan. Training institutes are held during the summer at the UAW camp on the shores of Lake Huron, and two annual recreation conferences for union recreation leaders and committee men and women have been conducted during the winter

season. A monthly bulletin, "The Recreation Round-up," containing news of activities in local unions, suggestions for activities and other material, is published. Some of the reasons given for the organization of the International UAW-CIO Recreation Department are:¹

1. To provide recreation for all UAW members and their families.
2. To unite the union through the common understanding inherent in leisure-time activities.
3. To provide leadership training opportunities to union rank and file members through recreational organization.
4. To link the union to the community through the use of community facilities, and through cooperation with community recreation leaders.
5. To provide each member and his family with the benefits of recreational leadership for a minimum cost to the worker.
6. To work toward eventual labor-management recreation programs for all workers in every industry." (See article on page 195.—Ed.)

¹ "Recreation in a Labor Setting," by Ruth March, published by UAW-CIO Recreation Department.

"The present mechanized age and its increased leisure time demand comprehensive planning for recreation. . . . Recreation facilities, public and private, should be planned and distributed on neighborhood, district, regional, state and nationwide basis to provide maximum recreational opportunities for all age groups without discrimination. . . . Adequate staffs of qualified personnel should be employed by each agency organization or group responsible for recreation services so as to get maximum use of existing facilities. . . ." *Quoted from resolution unanimously adopted at AFL Convention, St. Paul, October 1949.*

The Wisconsin State AFL Council employs a worker who spends most of his time in promoting and helping the AFL local unions in Wisconsin to organize their recreation activities. Some—such as UAW Local #600 (Detroit) and UAW Local #12 (Toledo)—employ full-time recreation directors to direct these activities.

Plan of Administration in Local Unions—The plan of administration is very simple. A local recreation committee chairman is appointed by the president of the local union or is elected by the membership. He, in turn, appoints the members of his committee, who receive no compensation for this work. If the union membership is composed of more than one shop or factory in the district, a member is appointed from each. Another method is to appoint committees for various activities, with the chairman of each serving on the local's recreation committee. A combination of the two methods is generally the most successful as it serves to unify the recreation program.

Few local unions have recreation buildings or facilities; and local recreation committees are urged to work with private and public recreation agencies in the community, and to use community recreation facilities available to the public. However, in isolated instances, local unions have purchased camps, buildings and recreation areas. The National CIO owns some recreation facilities which may be used by its affiliated unions. Local union halls occasionally provide space for certain activities.

Program of Activities—Activities are determined by the quality of available leadership, the type and size of facility used, budget limitations, and the number of people who must be served over a wide area. The variety is the same as that included in any program of public recreation, including games, sports, arts, crafts, activities of educational and cultural nature, hobbies and others. In a recent survey,² analyzing the programs of fifteen local unions in a midwestern city, the smallest number of activities recorded was one (baseball) while, at the other extreme, thirty-four different activities in one union were reported. On a national level, the same survey states: "The recreation department works closely with the education department of the UAW-CIO. Sometimes, joint activities are sponsored, such as sewing classes, and . . . dramatic classes. . . . The UAW Health Institute cooperates in health and charm classes and in medical examinations for athletes."

² "Recreation—A Summary of Recreation Program of the UAW-CIO," published by UAW-CIO Recreation Department.

Financing—One of the handicaps to a local union recreation program is the limited budget made available to the recreation committee. According to the summary of the recreation program of the UAW-CIO,² "The Constitution provides that one-half cent" (of the dues of a union member) "shall go to finance the International Recreation Department which, in turn, allots one-half cent of the revenue of the seventeen UAW regions, under stipulations made by the executive board. One-half cent of the dues goes to the treasury of the local union recreation committee into which the dues are paid. The one-half cent is the minimum amount for recreation. Locals enjoy complete autonomy in setting the maximum for the appropriation." This is usually put into practice by a per capita assessment at dances, parties, games and other events for which admission is charged. However, many unions have extreme difficulty in securing funds to conduct an adequate recreation program for members.

A very unusual and unique example of cooperation between AFL and CIO Labor Councils is the plan in Muskegon, Michigan, whereby the members of both annually unite to raise approximately \$10,000 needed to finance a day camp. The Labor Council cooperates with the local recreation department which conducts the day camp. This is open to any child in Muskegon, with the entire expense borne by the Joint Labor Councils.

A lack of rapid growth in the number of local union recreation programs may be accounted for by the handicaps confronting the local's recreation committee. Among these are: inadequate budget; lack of trained and experienced leaders; lack of recreation areas and facilities; lack of interpretation to members of the purpose of recreation; the fact that, in some cases, the members served are so scattered that the program would be required to include several different shops not having a common interest. Some of these handicaps apply also to company employee recreation programs. In spite of them, however, some local unions have developed a good range of recreation activities.

The International UAW-CIO Recreation Department is conducting summer institutes. The International Recreation Director spends a great deal of her time at workshops and conferences. Experienced persons are secured to give talks on recreation, and experts are used to lead groups in specific skills. Summer institutes have been held for union leadership regularly in Canada, California, Missouri, Wisconsin, Michigan, Ohio, North Carolina and in two eastern states. Specific training

in recreation leadership has been arranged at most of the institutes for at least one week of a session.

Area UAW-CIO Recreation Councils are being organized in some sections of the country. These are composed of a representative from each local union, and one from each activity as selected by the council. Only the local union representative may vote. The purpose of the Detroit Area UAW-CIO Council is outlined in its bylaws: "To plan and establish a recreation program, according to the UAW-CIO policy; to promote greater recreation participation by the local unions; to plan diversified programs for everyone; to bring about coordination between the local recreation program and the total union program; and to establish and conduct recreation training institutes."¹

The Detroit Area Council meets once a month with the UAW-CIO Recreation Director. It organizes and assists in the conduct of all area-wide classes, events, leagues, tournaments, competition events in baseball, softball, basketball, bowling and of an annual ice skating meet. Activities recently coordinated are archery, golf, horseshoe pitching, rifle and other shooting meets, and table tennis.

Miss March's study¹ made recommendations for the improvement of local union recreation programs. Some of these would apply equally well to company recreation activities for employees. Several may be summarized as follows:

Better records and statistics on recreation programs should be kept. Statistics can be used by the recreation director to justify his own job, and to present graphically the need for adequate budget to finance the program. Record-keeping takes time; but time spent in keeping essential records is worthwhile.

The purpose of the recreation program is not properly interpreted to the members. The lack of proper interpretation results in lack of participation, and sometimes creates the impression that there is no interest in the program offered. It may raise the question, by appropriating authorities, of why money should be granted for the recreation program.

The recreation leader often fails to cooperate with and secure public and private agency support in obtaining permission to use available community facilities. Many public and private agency boards or directors will gladly grant permission to use their facilities during times consistent with the agency's own program.

(See "Recreation in the Industrial Plant," on page 195.)



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Costume Loan Service

Florence Birkhead

OUT CALIFORNIA WAY, a city recreation department is successfully providing a loan costume service, not only for its own dramatic programs, but also for public and private agencies sponsoring non-profit entertainment. In Oakland, the playgrounds, community centers, the "Y's," little theater groups, Scouts, churches, schools and civic organizations are benefiting from this service. Having the use of authentic costumes is indeed a helpful project, sometimes making possible the presentation of programs which otherwise would be out of the question. Of the 10,000 costumes of the recreation department, more than 7,000 go out on loan during each year.

This service is approximately twenty-five years old—almost as old as the department itself. It dates back to the civic Christmas pageants of the '20's, when crepe paper was used to outfit the children participating. As crepe paper costumes are impractical for re-use, the next material tried was paper cambric. A few years later sateen was put into use—but soon gave way to colorfast cottons.

When word first got around that the Oakland Recreation Department had thousands of costumes which could be rented (the small rental fee barely covers the laundry cost), inquiries came from all

directions. At present, the call for peasant dresses is high because of the popularity of folk dancing. Robin Hood's, biblical dress, knight's armor, flower dresses, choral robes, period clothes, are but a few of those in the repeat bracket. May festivals require the loan of a few thousand costumes complete with matching streamers and poles. During the last holiday season, the department had twenty-five Santa's in stock and, during the rush weeks, each was used as often as three to four times a day!

In addition to the costumes on loan, more than 1,600 special garments are held in the cases for one use only—for the annual Christmas pageant "Light of the World," sponsored by the recreation department. This features 1,600 children from the city schools in a two-hour festival. Snowmen, evergreens, ballet numbers, toys from Santa's wonderful pack, skaters, pierrots and pierrettes, elves, reindeer, 400 fairies all under six years of age, provide a few of the scenes which have drawn national attention to this event.

A year ago, the costume section was moved from its home in the old Moss residence to spacious quarters in the North Oakland Recreation Department. Here, a thirty-by-fifty-foot room houses row upon row of shoulder high costume bins which are on wheels with curtained fronts. These replace the varied-size boxes and shelves used in years past. The especially-designed wooden wardrobes can be readily wheeled upon a truck bed and trans-

Florence Birkhead acts as publicity representative of the Oakland Recreation Department in California.

ported to locations throughout the city for the department's activities. This permits the freshly laundered and pressed garments to be taken off their hangers unwrinkled.

A huge floor-to-ceiling gold-framed mirror, from the Moss home, is placed in the lounge and is a source of delight to the designer and staff fitters.

Adjoining the costume room is the laundry, equipped with an automatic washer and ironer, and the sewing room, containing three electric sewing machines. A lounge and reception room and the director's office complete the physical layout of the costume department.

Delivery service, of course, is not feasible, and groups requesting costumes must call for and return garments within a three-day period.

The genius behind this admirable enterprise is Mrs. Hettie Woollen—head costumer—who, at a moment's notice, can put her hands on just the costumes requested. Sizes are not marked on the bins or garments, but "knowing every stitch and seam in every garment," she can readily tell its size by looking at it or by feeling its weight. Each garment that has been used is laundered and pressed upon its return, put upon a hanger and placed in its regular stall.

During her eight years with the department, Mrs. Woollen has designed, dyed, sewed, cleaned, renovated and catalogued just about every costume. Within a few minutes after verifying the source of a request for—say a dozen national dresses—they are on the packing table! Serving with Mrs. Woollen are Mrs. Beatrice Druce, a worker in the department for the past two decades who is the costumer for the Christmas pageant, Miss Claire Howard and Mrs. Catherine Jones.

The four staff members are zealous workers, ever on the look-out for garments needing repair or a dye dip. They can quickly renovate faded skirts into drum corps capes or add a tarlatan overskirt and ruffle to make last year's ballet skirt look like new. Working as a team, they look to Mrs. Thelma Buchanan, supervisor, and to Robert W. Crawford, superintendent of recreation, for suggestions and direction.

The multitude of thank you notes from organizations availing themselves of this splendid service attests to its merits and worthwhileness.

"As a leisure-time educational program, drama necessitates the cooperative effort of many different craftsmen. Perhaps in no other group activity is it more essential that such a large number of individual skills be blended into one harmonious whole . . ."—*W. F. Christopher.*



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Home Recreation via Television

The Cleveland Recreation Department is promoting home recreation in arts and crafts by conducting two television programs per week. At each broadcast, a crafts worker from the department actually makes articles, explaining each step in the process. They state that excellent results have been obtained through this visual help.

Articles on Music

With the June 1950 issue, *House and Garden* inaugurated a series of articles on music—as a part of good living. These will be continued throughout the year. Among the first to appear in that issue were: "The State of Jazz," by Alec Wilder, composer; "Be Kind to Your Piano," by Gyorgy Sandor, the Hungarian-born pianist; and "The Case of Music on the School Curriculum," by Elva R. Heylman, chairman of music for the National Congress of Parents and Children.

Good Public Relations Stunt

The recreation department in Leavenworth, Kansas, started a "championship club" early this year. Everyone, young or old, who wins any kind of championship—whether it is in jackstraws, the country club golf tournament, a school speech, or music contest—no matter what, receives a printed certificate. There are no dues or obligations of membership, but a dinner is given at the end of the year for all the Leavenworth champions of that year. It is fun; it gives recognition; and it is excellent and inexpensive public relations for the recreation department.

Bed-pinafore

Keeping a child quiet and contented in bed during any period of convalescence is not an easy job. This is especially difficult with a young child between the ages of four and seven, who does not care to listen to the radio for hours and is unable to read for entertainment. Crayons, watercolors or clay modeling appeal to children of this age, and offer unlimited fun and creative play. Unfortunately, however, painting and modeling often

lead to a mess, after which pajamas, as well as blankets, have to be changed. Helen Klemm, author of "Want a Pet?" published in the April issue of *RECREATION*, has been confronted with this problem frequently. Instead of constantly admonishing the child to be careful, she has created a bed-pinafore which gives over-all protection. Near the narrow end of a piece of oilcloth or clear plastic material thirty-six inches wide and two yards long, she cuts a round opening large enough to slip over the child's head. Farther down, and on each side, holes are cut for the arms. The rest of the pinafore covers the blanket. When soiled, it is easily cleaned with soap and warm water and is ready for another busy day.

Floors for Square Dancing

Floor preparation for square dancing, recommended by Red Henderson of Spokane, Washington, calls for one gallon of white corn meal. Pour three ounces of Cedar San or O'Cedar Polish over this, and let set for twenty-four hours. Then spread lightly over the floor. It does not make the surface slippery and the floor may be used for basketball right after the dance.

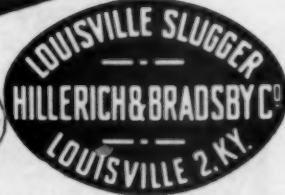
A Dividend Check

A recent annual report of the Playground and Recreation Association of Wyoming Valley (Wilkes-Barre), Pennsylvania, was presented on one large sheet of paper—seventeen inches by twenty inches—which was folded to measure eight-and-one-half inches by three-and-three-fourths inches. The front of the fold represented a dividend check, made out in handwriting: To—The People of Wyoming Valley; For—A Year of Human Happiness; and it was signed by the association. A note on the back, from the president of the association, said in part: "Sending you this annual stockholders' report gives me a great deal of pleasure, for I'm reporting a very rich return on the stockholders' investment. Your dividend won't mean much on a ledger sheet, but you'll find it has strange powers to warm the human heart." The report, itself, was given in the form of an interesting picture story.

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State Teamwork for RECREATION

Ruth E. Peeler

ONE OF THE greatest discoveries in state recreation is how to make the best use of existing agencies and resources. This has been effectively brought about in the state of Washington by the Governor's Inter-Agency Committee, organized in the early part of 1949. Once a month the state departments meet to discuss ways and means to further state recreation. The governor acts as chairman of the group. The results have been gratifying and we predict that the state of Washington's Inter-Agency Committee will be a permanent one, serving as a pattern for future administrations.

The first step taken by the committee was an inventory of existing natural resources. Each department of state government brought in a detailed report of its function in utilizing these resources. The game, fish, forest, highway, parks and recreation, library, education, social welfare and conservation agencies were amazed to discover how well they could cooperate. The Association of Washington Cities, the Association of County Commissioners and the State Advertising Commission are also represented on the committee.

One of the most effective results that has been attained from this teamwork is the joining of forces of the State Department of Education and the State Parks and Recreation Commission—one having responsibility for the education of thousands of children, and the other having custody of thousands of acres of public lands suitable for recreation.

The state of Michigan sets a fine example of using, in full force, all state departments. It is in this state that the Department of Education and the Department of Conservation joined hands, realizing that neither department should tackle the problem alone. The state parks in Michigan are under the Department of Conservation. In 1946 they joined in a camping and outdoor education project to discover how education in the out-of-doors may be brought about and how it would involve the use of the many natural resources and

facilities already available. There were joint meetings of staff, membership on committees, joint participation in conferences, meetings in communities, and a coordination of field activities that produced amazing results. Materials and publications were done together. In many instances, staff members from the two departments would travel together in the same car, giving field services to communities and schools that were interested in developing camping, outdoor education and community recreation programs. Many new day camping programs were established on state lands. School camping programs were initiated in state parks and a wide variety of recreation activities were carried out in many communities.

In the state of Washington we have been successful this year, in a great measure, in building such cooperation between these two state departments. They have been consulting on each community problem. Advisory committees that function throughout the state have been approved by both departments; and, in many instances, both departments have joined in consultant service, especially where school facilities were put to use for recreation programs. The State Advisory Council on Camping is made up of all organizations in the state interested in better camping standards and facilities. Meetings have been attended regularly by council members and much good has been accomplished. We have increased camping in our state park camps 300% and expect another large increase this year. Day camping programs in parks are also being planned and encouraged. Adequate camping facilities on state land are our aim, to meet the need of the entire state. It is a long range plan—anticipating at least ten camps within the state parks.

Recreation planning for all ages is big business. In Washington, over two million dollars were levied and used for recreation leadership and supplies, this not including the tremendous amount appropriated for capital outlay. We have helped sixty-seven communities with their problems; we have assembled information on two hundred and thirty-seven communities, which will be compiled and

Ruth Peeler is vice-chairman of the Washington State Parks and Recreation Commission, Olympia.

printed. This new department of state government has grown so rapidly that we are compelled to put on an additional consultant, thus providing consultant service for each section of the state. The National Recreation Association has pioneered the way. It has given to our state a service that cannot be measured in terms of dollars and cents; and it is still assisting our consultants in helping communities to get the most for each dollar expended.

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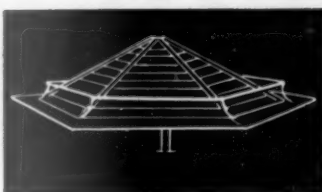
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Magazines and Pamphlets

- American City**, February 1950
Mount Lebanon Goes on the Bandwagon, David D. Rowlands.
Fairdale Builds a "Playtorium."
Lighted Sports Field for Quarryville's 1,300, John W. Mason.
- Parks and Recreation**, February 1950
I Am a Park Site, A. P. Greensfelder.
The Maintenance Mart.
- Park Maintenance**, February 1950
Ideal Pool Is T-Shaped and Filter-Equipped, Ralph B. Bryan.
Money Savers in Pool Operation and Maintenance, William Berens.
- Beach and Pool**, February 1950
Safety in Diving, J. H. Hill.
Swimming Pool Vacuum Cleaners, A. E. Stein.
- Safety Education**, March 1950
Statistically Speaking, Charles E. Forsythe.
Hiking and Climbing, Safety Education Data Sheet, Number Forty-three.
- Summary Report of the Milwaukee Survey**. Milwaukee County Survey of Social Welfare and Health Services, Inc., 610 North Jackson Street, Milwaukee 2, Wisconsin. \$1.50.
- Youth Centers and Councils**. The California Youth Authority, Sacramento, California. Free.
- The Fourth National Conference on Citizenship**. Report. National Education Association, 1201 Sixteenth Street, NW, Washington 6, D. C. \$50.
- Safety Education in the Secondary School**. National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois.
- Promenade All**, Janet E. Tobitt. A compilation of song-dances. Janet E. Tobitt, 228 East 43rd Street, New York 17. \$40.
- Writing the One-Act Religious Play**, Fred Eastman. Friendship Press, New York. \$50.
- Answering Children's Questions**, C. W. Hunnicutt. Bureau of Publications, Teachers' College, Columbia University, New York. \$60.
- Making the Grade As Dad**, Walter and Edith Neisser. Public Affairs Pamphlet Number 157. Public Affairs Committee, Incorporated, 22 East 38th Street, New York 16. \$20.
- Leisure Use Attitudes**. Report Number Four. December 1949. Washington Public Opinion Laboratory, University of Washington, Seattle, Washington.
- Parks and Recreation**, March 1950
Ten Years' Growth in a Year, George Hjelte.
Recreation Leadership, Stephen H. Mahoney.
"Junior Junction"—Mecca for Oshkosh Teen-agers, R. C. Miller.
The Maintenance Mart.
- Research Quarterly**, March 1950
National Survey of Physical Education and Sports Insurance Plans, Donald Guenther.
- Camping Magazine**, March 1950
The Value of Wilderness to Youth, Wes H. Klusman.
Bark Crafts, Ellsworth Jaeger.
Movies to Help You Train Your Staff, Reynold E. Carlson and Ralph E. Ash.
Movies to Broaden Campers' Knowledge, J. R. Bingham.
- Beach and Pool**, March 1950
Water Games Develop Skill and Confidence, Mary Brice.
Public Relations in Your Community, Robert Guenther.
Swimming Pool Vacuum Cleaners, A. E. Stein.
- Park Maintenance**, March 1950
Before Too Late—Detroit Area Got Its Needed Parks, P. K. M'Wethy.
New Haven Finds Hard-Surfaced Playgrounds Better Attended, Cheaply Maintained, Harold V. Doheny.
- American City**, March 1950
A Stadium for All Municipal Functions, Guy Elliott.
Some Helpful Books and Pamphlets in Community Planning and Development.
Clearwater Rebuilds Its Beaches, William L. Lee.
Fort Wayne's New Open Air Theater.
War Memorial a Real Asset, R. L. Stultz.
- Journal of Physical Education**, March-April 1950
A New Life for the Handicapped, Catherine Worthingham.
- Scholastic Coach**, April 1950
Organization for Large Meets, M. S. Kelliker.
The Case for School Boxing, I. Edward Gersh.
- The Camp Fire Girl**, April 1950
A Family Funaree, Margaret E. Mulac.
Creative Handcraft Goes A-Camping, Georga E. Mills.
- Camping Magazine**, April 1950
Why Camping Is Important to Today's Children, Dr. Julian Smith.
Good Counselors Are Your Keystones.
- Park Maintenance**, April 1950
Scientific Park Has Different Problems of Care, Ralph B. Bryan.
Park Cleanliness, Don A. Piorviance.
- Journal of the American Association for Health, Physical Education and Recreation**, April 1950
Contributions of Physical Education to Democratic Citizenship, Rosalina Cassidy.
The Babe Ruth Sportsmanship Program, Carl A. Troester.
How We Do It.
- American City**, April 1950
Something New in Playgrounds, Helena Braddock Lemp.
Fort Lauderdale's Marina Includes Recreation Center, Carlton M. Roberts.
A Park and Playground Built with Sanitary Fill, Louis H. Moehr.
- Parks and Recreation**, April 1950
Rifle Range Is Built in a Peoria Park, Rhodell E. Owens.
Park Service Building for City of Lansing, Clark R. Ackley.
Grand Forks Golf Survey.
A Modern Sports Center for Minneapolis, Charles E. Doell.
Tennis Has Value That Serves People Best, Harold L. Davenport.
Boston Retreats from Sea for Safe Bathing, John E. White.
The Maintenance Mart.
- Progressive Farmer**, April 1950
Open Your Gym Doors, Earline Gandy.
- Beach and Pool**, April 1950
Swim Your Way to Health, George Creighton.
Renovating a Recirculating System, E. W. Conzelman.
Spring Check-Up Time.
A Long Range Swimming Plan, Kenneth P. Anderson.
The Modern Swimming Pool—A Symposium.
- Junior League Magazine**, May 1950
We Can Work Wonders.
Camping—City Style.
- American City**, May 1950
Community Cooperation in Leonia, New Jersey, Makes Indoor Recreation Program Possible, George D. Butler.
Portland's 5,400-Acre Park Takes Shape, Juanita Wolfe Paddack.
Municipal Gardens and Flowers—Part I, Erna Mathys.

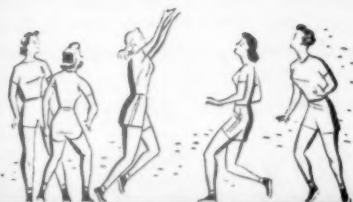
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Books Received

- Ask-Me Book of Best-Loved Fairy Tales, The**, Mary Winters. Hart Publishing Company, New York. \$1.25.
- Baseball's Greatest Hitters**, Tom Meany. A. S. Barnes and Company, New York. \$3.00.
- Basic Swimming**, Robert Kiphuth and Harry M. Burke. Yale University Press, New Haven. \$3.00.
- Bedroom Furniture, Period and Modern**, V. E. Broadbent. The Bruce Publishing Company, Milwaukee. \$4.00.
- Beginning Synchronized Swimming**, Betty Spears. Burgess Publishing Company, Minneapolis. \$2.00.
- Bike-Ways**, Godfrey Frankel. Sterling Publishing Company, New York. \$2.50.
- Book of Fascinating Facts, The**, Jeff E. Thompson. Hart Publishing Company, New York. \$1.25.
- Boy and His Dog, A**, Stanley Pashko. Greenberg, Publisher, New York. \$2.50.
- Camp Director's Handbook and Buying Guide, The**, compiled and edited by Howard P. Galloway, Publisher, Plainfield, New Jersey. \$1.00.
- Camping for Blind Youth**. Frampton and Mitchell. The New York Institute for the Education of the Blind, New York.
- Cat Who Went to Sea, The**, Kathryn and Byron Jackson. Simon and Schuster, New York. \$25.
- Center Court**, Helen Jacobs. A. S. Barnes and Company, New York. \$2.50.
- Cheese for Lafayette, A**, Elizabeth Meg. G. P. Putnam's Sons, New York. \$1.50.
- Cinderella**, adapted by Campbell Grant. Simon and Schuster, New York. \$25.
- City or Community**, Elizabeth Handasyde. The National Council of Social Service, Incorporated, London.
- Counseling Adolescents**, Shirley A. Hamrin and Blanche B. Paulson. Science Research Associates, Chicago. \$3.50.
- Dance A While**, Jane A. Harris, Anne Pittman and Marlys Swenson. Burgess Publishing Company, Minneapolis. \$2.50.
- Dances and Stories of the American Indian**, Bernard S. Mason. A. S. Barnes and Company, New York. \$5.00.
- Every Woman's Guide to Spare-Time Income**, Maxwell Lehman and Morton Yarman. Harcourt, Brace and Company, New York. \$2.95.
- Exploring Our National Parks and Monuments**, Devereux Butcher. Houghton Mifflin Company, Boston. \$3.50.
- Favorite Folktales and Fables**, Joanna Strong. Hart Publishing Company, New York. \$1.25.
- Fifty Learning Games**, Caroline Horowitz. Hart Publishing Company, New York. \$1.25.
- Forty Rainy-Day Games**, Caroline Horowitz. Hart Publishing Company, New York. \$1.25.
- Fun for Tiny Tots**, Marion Jollison. Hart Publishing Company, New York. \$1.25.
- Games the World Around**, Sarah Hunt and Ethel Cain. A. S. Barnes and Company, New York. \$3.00.
- Games You Can Make and Play**, Paul V. Champion. The Bruce Publishing Company, Milwaukee. \$2.50.
- Going to Camp**, Helen L. Beck. Stephen Daye Press, New York. \$1.95.
- Golden Funny Book, The**, Gertrude Crampton. Simon and Schuster, New York. \$1.00.
- Golf Course Guide, The**, Anthony F. Merrill. Thomas Y. Crowell Company, New York. \$3.50.
- Great Big Animal Book, The**, illustrated by Feodor Rojankovsky. Simon and Schuster, New York. \$1.00.
- Greatest Victory, The**, Frank O'Rourke. A. S. Barnes and Company, New York. \$2.50.
- Handbook for Guardians of Camp Fire Girls**, Camp Fire Girls, Incorporated, New York. \$85.
- Hand Weaving with Reeds and Fibers**, Osma C. Gallingier and Oscar H. Benson. Pitman Publishing Corporation, New York. \$3.00.
- Health Program for Colleges, A**. A report of the Third National Conference on Health in Colleges. National Tuberculosis Association, New York.
- Here's Your Hobby**, Harry Zarchy. Alfred A. Knopf, Publisher, New York. \$2.50.
- How to Draw**, Victor Perard. Pitman Publishing Corporation, New York. \$1.95.
- Human Factors in Management**, edited by Schuyler Dean Hoslett. The Park College Press, Parkville, Missouri. \$4.00.
- Inland Waterway Guide**. Marina Publishing House, Incorporated, Wilmington, North Carolina. \$1.00.
- Jolly Barnyard, The**, Annie North Bedford. Simon and Schuster, New York. \$25.
- Jolly Jokes and Jingles**, edited by Jeff Thompson. Hart Publishing Company, New York. \$1.25.
- Leather Braiding**, Bruce Grant. Cornell Maritime Press, Cambridge. \$3.00.
- Leatherwork**, F. R. Smith. Pitman Publishing Corporation, New York. \$1.50.
- Little Fat Policeman, The**, Margaret Wise Brown and Edith Thacher Hurd. Simon and Schuster, New York. \$25.
- Little Yip-Yip and His Bark**, Kathryn and Byron Jackson. Simon and Schuster, New York. \$25.
- Marvelous Merry-Go-Round, The**, Jane Werner. Simon and Schuster, New York. \$25.
- Merry Piper, The**. Simon and Schuster, New York. \$25.
- Modern Book Ends**, R. B. Newhauser. The Bruce Publishing Company, Milwaukee. \$2.25.
- My Greatest Day in Golf**, Darsie L. Darsie. A. S. Barnes and Company, New York. \$3.00.
- Neighbors in Action**, Ray Dubois. Harper and Brothers, New York. \$3.00.
- New Singing Time**, Satis N. Coleman. The John Day Company, New York. \$2.50.
- Once Upon A Wintertime**, adapted by Tom Oreb. Simon and Schuster, New York. \$25.
- One Bright Day**, Pearl S. Buck. The John Day Company, New York. \$2.00.
- Pencil Pastimes**, Jeff Thompson. Hart Publishing Company, New York. \$1.00.
- Public Welfare Directory, The**, Loula Dunn, editor. American Public Welfare Association, Chicago. \$5.00, with discounts for ten or more.
- Raffia**, Annie L. Begg. Pitman Publishing Corporation, New York. \$1.50.
- Santa's Toy Shop**, adapted by Al Dempster. Simon and Schuster, New York. \$25.
- Seventy-five Ways for Boys to Make Money**, Adrian A. Paradis. Greenberg, Publisher, New York. \$1.95.
- Simple Basketry**, Mabel Roffey. Pitman Publishing Corporation, New York. \$1.50.
- Sixty Snappy Quizzes**, Tom B. Leonard. Hart Publishing Company, New York. \$1.25.
- Sixty Swell Playmate Games**, Caroline Horowitz. Hart Publishing Company, New York. \$1.25.
- Sunshine**, Ludwig Bemelmans. Simon and Schuster, New York. \$2.50.
- Surprise for Sally**, Ethel Crowninshield. Simon and Schuster, New York. \$25.



New Publications

Covering the Leisure-time Field

Informal Adult Education

Malcolm S. Knowles. Association Press, New York. \$4.00.

MALCOLM KNOWLES, in *Informal Adult Education*, writes that "adulthood is a largely unfulfilled opportunity. Adults want to learn. Every person has capacities that if realized will contribute to the well-being of himself and of society. To achieve these potentials requires skills of many kinds—vocational, social, recreational, civic, artistic and the like."

Leisure-time agencies are facing an increasing number of adults in search of help in acquiring these skills—not in the traditional classroom credit courses, but in informal ways "where a group of people come together for the purpose of learning something simply because they want to know about it."

Mr. Knowles' book is a manual for leaders of these groups, whether they be clubs, classes or forums. Methods of exploring group organization patterns, determining interest and leader-group relationships are explained.

More than forty typical adult education programs are listed—programs of many different types of agencies in cities of all sizes and in rural areas. There is also a good bibliography of books, periodicals and pamphlets on the subject.

Mr. Knowles writes from the practical experience of many years as director of education of Central YMCA, Chicago. He is a member of the Executive Council of the American Association of Adult Education, on the Conference Committee of the Department of Adult Education of the National Education Association, and president of the Adult Education Council of Greater Chicago.

Leaders in recreation departments who are responsible for adult programs will do well to read *Informal Adult Education* and keep it close at hand for frequent reference.—*Marion Preece*, District Representative, National Recreation Assoc.

Community Centres

The University of Manitoba Press, Winnipeg, Canada. \$1.00.

THE PLANNING RESEARCH CENTER of the School of Architecture that prepared this booklet, after conducting a fifteen-month program of research,

has issued a report that is exceptionally concise, clear, graphic and attractive. It succeeded in its attempt "to maintain at all times a practical and logical approach to the problem of community centre design and to set down our findings and suggestions in as clear and straightforward a manner as possible."

This report affords a useful guide to any community, large or small, that is considering the establishment of a recreation building or community center. Suggested procedures in planning and organization are summarized in a nine-point working formula. Each unit in a building is considered separately, with drawings to illustrate design factors and principles. The variety of building types pictured in the report offers a wide range of possibilities open to a community with limited means that desires to establish a center. An unusually valuable feature is the section devoted to detailed construction drawings of various structural units.—*George D. Butler*, Director of Research, National Recreation Association; author of "Recreation Areas—Their Design and Equipment," and others.

Opportunities in Physical Education, Health and Recreation

Jay B. Nash. Vocational Guidance Manuals, Incorporated, New York. \$1.00.

THIS SMALL VOLUME is one in a series designed to help young people in choosing a career. It contains a discussion of the relationship between the fields of physical education, health education and recreation, and outlines the opportunities in each. Major consideration is given to the field of physical education, but personal requirements, conditions of employment, duties, remuneration and suggestions for getting started are offered for each of the fields.

A list of institutions offering professional education in the three areas, with notations as to the major fields in which instructions are offered, is a useful feature of the book. Experienced recreation leaders might question the adequacy of the suggested college curriculum for training recreation workers, and some might take exception to the suggestion that the "student interested in recreation should probably consider a dual major when

planning his courses." The duties associated with various recreation positions are merely hinted at and a much fuller delineation of them would undoubtedly add to the usefulness of the manual. In spite of its limitations, however, it should provide a useful guide to prospective workers in physical education, health and recreation. — *George D. Butler.*

Know Your Canoeing

Lanore Morehouse and Leonard Fancher. Western Division, American Canoe Association, Chicago, Illinois. \$.50.

IF YOU HAVE NOT caught up with this new pamphlet on canoeing, put it on the list for your camping tool kit next season. Its purpose is "to promote a better understanding of the safety and handling of canoes." Care of the canoe, safety, paddling strokes—using only standardized stroke names—are discussed in detail and illustrated with photographs and charts.

The Theory of Camping

Frank L. Irwin. A. S. Barnes and Company, New York. \$2.50.

HERE IS well-presented material emphasizing the "objectives and techniques of camping in the light of its growing recognition as an important and integral part of the general educational program." This book will be welcomed by instructors of camping courses, and will provide good discussion material, especially with the related questions for discussion which the author has included in each chapter.

The author has written convincingly of the part camping can play in the total education of the child of today, and has related the goals of American education to the potentialities of a good camping experience. The chapters on "Understanding the Camper," "Group Life in Camp," and "The Counselor" seem to the reviewer to be especially helpful to camp directors as a foundation for the evaluation of a camp's specific objectives and way of work. The summaries of the chapters will make good discussion points for any group of camp-minded leaders.

This is a good addition to the suddenly growing number of publications on organized camping.—*Catherine T. Hammett*, consultant in camping and outdoor living.

Camping for Blind Youth

M. E. Frampton, Ph.D., and Paul C. Mitchell. The New York Institute for the Blind, New York.

IN 1937, the principal of the New York Institute began to ask questions about camping facilities for handicapped children and particularly for the blind child. Through a survey, he discovered that there were few, if any, available. Therefore, he decided to attempt such a project himself, and established Camp Wapanacki. The succeeding years

proved the value of his enterprise, and in 1942 it was taken over by the institute, which has operated it ever since. Thus, this manual is based upon sound, actual experience. It covers leadership, program, necessary camp rules, aims and objectives, and includes a bibliography.

Lift Every Voice

Board of Education of The Methodist Church, Nashville, Tennessee. \$.25 each; 20 for \$4.50; 50 for \$10.00; 100 for \$18.00.

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Counseling Adolescents

Shirley A. Harin, Ph. D., and Blanche B. Paulson. Science Research Associates, Chicago, Illinois. \$3.50.

HERE IS A PRACTICAL how-to-do-it book which will help the teacher or counselor evaluate leading counseling theories and draw on the most workable features of each. To illustrate key points, it describes practices that have proved effective in high schools and colleges. Actual interviews are cited plentifully and case summaries given. Dr. Harin is professor of education at Northwestern University, and Miss Paulson is coordinator in the Division of Guidance and Counseling in the Chicago public schools.

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Recreation Training Institutes

(Sponsored jointly by the National Recreation Association and local recreation departments)

September, October and November, 1950

HELEN DAUNCEY Social Recreation	National Recreation Congress*	
	October 2-6	
	Haynesville, Alabama	Miss Hulda Coleman, Superintendent of Schools, Lowndes County
	October 16-20	
	Talladega, Alabama	F. L. Harwell, Superintendent of Schools
	October 23-27	
	Birmingham, Alabama	Dr. I. F. Simmons, Superintendent of Schools, Jefferson County
ANNE LIVINGSTON Social Recreation	October 30-November 3	K. G. Krook, Superintendent of Schools
	Elba, Alabama	
	November 6-10	K. J. Clark, Superintendent of Schools, Mobile County
	Mobile, Alabama	
	November 13-17	J. R. Formby, Superintendent of Schools, Elmore County
	Wetumpka, Alabama	
	November 20-24	Robert L. Coons, General Secretary, YMCA, 330 South Tryon Street
MILDRED SCANLON Social Recreation	Charlotte, North Carolina	
	September 25-29	
	National Recreation Congress*	
	October 2-6	
	North Central District	
	October 16-November 24	
FRANK STAPLES Arts and Crafts	National Recreation Congress*	
	October 2-6	
	Galveston, Texas	William Schuler, Superintendent of Recreation and Parks, Menard Community Center
	October 9-13	
	Seguin, Texas	George A. Lewrey, Superintendent of Recreation, City Hall
	October 16-20	
	Amarillo, Texas	Jack Hans, Superintendent of Recreation, City Hall
GRACE WALKER Creative Recreation	October 23-27	
	Wichita Falls, Texas	Raybon W. Porter, Minister of Education, First Methodist Church, 10th and Travis Streets
	October 30-November 3	
	Tyler, Texas	Robert Shelton, Director of Parks and Recreation, City Hall
	November 6-10	
FRANK STAPLES Arts and Crafts	Toledo, Ohio	A. G. Morse, Supervisor of Recreation, Department of Welfare, 214 Safety Building
	September 11-29	
	National Recreation Congress*	
	October 2-6	
	Akron, Ohio	A. E. Genter, Superintendent of Recreation, 325 Locust Street
	October 9-20	
	Hammond, Indiana	J. N. Higgins, Director, Board of Parks and Recreation
GRACE WALKER Creative Recreation	October 23-November 3	
	Elkhart, Indiana	K. Mark Cowen, Superintendent, Board of Parks and Recreation, Municipal Building
	November 6-17	
	Springfield, Illinois	H. Francis Shuster, Superintendent of Recreation, City Hall
	November 20-24	
GRACE WALKER Creative Recreation	Durham, North Carolina	Irwin R. Holmes, Supervisor of Activities for Negroes, W. D. Hill Community Center, 1308 Fayetteville St.
	September 18-23	
	National Recreation Congress*	
	October 2-6	

* A series of four training sessions in each of the following fields will be offered at the National Recreation Congress in Cleveland, Ohio, October 2-6: arts and crafts, drama, social recreation. NRA leadership training specialists will be in charge. All registered delegates at the Congress may participate in this training program.

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